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ABSTRACT

This manual was built around eleven "prescriptions" for the successful management of the elementary school classroom. Each section is prefaced by an advisory statement: (1) "readying the classroom"--classroom space and materials should be ready for the beginning of the school year; (2) "planning rules and procedures"--behaviors should be defined as acceptable or unacceptable, and a list of classroom rules and procedures should be developed; (3) "consequences"--consequences of appropriate and inappropriate behavior should be communicated to students; (4) "teaching rules and procedures"--lesson plans should include rules or procedures, when and how objectives will be taught, and when re-learning or practice will occur; (5) "beginning of school activities"--activities for the first few days of school should involve all students and maintain a group focus; (6) "strategies for potential problems"--strategies should be planned to deal with potential problems which could upset the classroom organization and management; (7) "monitoring"--student behavior should be monitored closely; (8) "stopping inappropriate behavior"--inappropriate and disruptive behavior should be stopped quickly; (9) "organizing instruction"--instruction should be organized to provide learning activities at suitable levels for all students; (10) "student accountability"--procedures that keep children responsible for their work should be developed; and (11) "instructional clarity"--the presentation of information and the giving of directions should be clear. In each section, a discussion is given of the rationale for the prescription, followed by guidelines for achieving the stated objective, class activities, and a narrative case study. (JD)

ORGANIZING AND MANAGING THE ELEMENTARY SCHOOL CLASSROOM

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SP 021 330

PREFACE

This manual was developed as part of a series of research studies focusing on classroom management conducted by the Classroom Organization and Effective Teaching Project (COET) at the Research and Development Center for Teacher Education, The University of Texas at Austin. COET's research on elementary classroom management began in 1977 with the Classroom Organization Study (COS), a descriptive study of 27 elementary classes in eight schools. The purpose of the COS was to find out how effective teachers organize and manage their classes from the first days of school. Each class was observed about 16 times during the school year, including intensive observation during the first week of school. Observers recorded a variety of information about the classes, including descriptive narratives of classroom events, measures of student task engagement, and ratings of specific teacher and student behaviors. Teacher interviews and questionnaires and school district records of student achievement test scores were also sources of information. At the end of the study, this information was used to identify a group of teachers who had succeeded in establishing and maintaining well-managed classrooms. Their classes were characterized by high levels of student cooperation, success, and task-involvement. Students in these classes made good achievement gains during the year. Classroom observation records from the more effective teachers' classes were compared with those of less effective teachers, with particular attention to what teachers did at the beginning of the school year to organize and plan for classes, and how they maintained their management system and organized instruction later in the year. Results of the study were used in preparing a pilot version of Organizing and Managing the Elementary School Classroom.

In the 1979-1980 school year, the manual was pilot-tested with 12 relatively inexperienced teachers in the Elementary School Pilot Study (ESPS). Results of the pilot suggested that the manual was very helpful to teachers in organizing their classes at the beginning of the school year. Teachers' responses to interviews and questionnaires were

considered in revising the manual and planning a full-scale test of its effectiveness during the following school year.

The Classroom Management Improvement Study (CMIS) included 41 teachers in Grades 1 through 6 in 14 schools. Teachers selected for the study either had two or fewer years of experience, or were teaching for the first time in new school or community settings, with a different student population or grade level. Stratified random selection was used to divide teachers into two groups, balanced for years of experience and grade level. One group of 23 teachers received the manual before school started, and participated in a workshop before the school year began and another after several weeks of school. The other teachers received the manual and a workshop later in the school year. Classes taught by all of the teachers in the study were observed eight times in the first 8 weeks of school, including the first day, and four additional times during the first 2 months of 1981. Observers did not know the group assignments of the teachers. Results from the study indicated that the manual was of significant help to teachers in establishing classes with higher levels of student task-engagement and appropriate behavior.

The COET Project is also developing and testing a manual for teachers in junior high or middle school classes. Information about the CMIS or other studies conducted by COET can be obtained from the following address:

Classroom Organization and Effective Teaching Project
Research and Development Center for Teacher Education
Education Annex 2.244
The University of Texas at Austin
Austin, Texas 78712

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It is not possible to name all of the individuals who have contributed significantly to COET's research on elementary school classroom management. Three staff members, however, shared major responsibilities with the authors of this manual; they are: Jeanne Martin, in charge of data processing for the COET Project, Linda Anderson, Assistant Director of the Project during the year of data collection for the COS, and Betty Jane Ancheta, Office Supervisor. In addition, Freda Holley, Coordinator of Research and Evaluation for the Austin Independent School District, and M. George Bowden and Roberta Hartung, Division of Instruction for the District, provided continuing support and assistance for our work in the Austin schools.

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Teacher Education, The University of Texas at Austin. The opinions expressed herein do not necessarily reflect the position or policy of the National Institute of Education, and no official endorsement by that office should be inferred.

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Introduction

INTRODUCTION

The purpose of this manual is to provide information that will aid you in establishing and maintaining an effectively organized and managed classroom. The manual includes a series of prescriptions focusing on getting ready for the beginning of school, choosing rules and procedures, managing student behavior, and improving instruction. Implementing these prescriptions will get you on your way to a successful year.

Background

If you were to walk into a classroom during the middle of the school year you might observe the following scene.

Ms. A is working with a reading group in an area at the front of the room. She is asking questions to check the children's comprehension of some material they have read. You observe that the children wait to be called on or raise their hands to volunteer. Other children in the room are working at various tasks at their seats. If someone rises to get materials from someplace away from his/her desk, it is done quietly. The children all seem to be working at some task; very little wasted time and no disruptive behavior is observed.

Occasionally, Ms. A scans the room. Although she is working with a group, she seems aware of other areas and children's activities. Once when two students are fooling around at the pencil sharpener, she catches one of the children's eyes and that child returns to his seat.

When the reading group has finished, Ms. A rings a bell once and says, "Group 2." Seven children rise from their seats and come to the reading group area while the first group returns to their seats. Once in the group, the children seem eager to respond.

Later, as you observe the teacher working with the class, you see the same types of student behavior. Children work at assigned tasks without bothering other children. When a seatwork assignment is completed, children begin other activities. Both the teacher and the students seem to work together harmoniously; the mood in the room appears generally relaxed and pleasant, yet work-oriented.

Now suppose you visit another teacher's classroom in the same building. Ms. B is teaching at the same grade level as Ms. A, and her children have the same levels of ability and interests. Nonetheless, what you observe is markedly different.

Ms. B is working with a reading group, but the children are not being very cooperative. Two boys are pushing and tugging at one another and Ms. B has to stop several times to ask them to quit. Three children in the group seem interested in answering Ms. B's comprehension questions, too eager, in fact, since they keep interrupting each other and calling out answers. Two other children in the group are never called upon nor do they volunteer.

Ms. B does not seem to be aware of what the children outside of the reading group are doing. In fact, over half of them are doing nothing or are off-task. Several of those who are working initially are bothered by their classmates' behavior and in a few minutes they join in. As the noise level rises and several children are out of their seats running and pushing each other in a corner of the room behind a bookcase, Ms. B looks up from the group and notes the general disorder. "Be quiet!" she says loudly, with no visible effect. She rises, leaves the group, and restores order.

Two minutes later, the noise level rises again. Several children from out of the group interrupt Ms. B while she is with her reading group. Ms. B seems to have run out of time for this group, and she hurriedly calls out a few questions, and then sends the children back to their seats. "Group 2, I need you now," she calls out. Several children leave their seats, while Ms. B calls for the rest of the group. When they finally arrive, Ms. B discovers that most of the children did not bring their materials. Meanwhile, a scuffle has broken out by the drinking fountain; few of the children at their seats are working.

The two classrooms depicted above present a contrast in management effectiveness. Ms. A's students are productively engaged; her classroom procedures are in place and operating smoothly. Children in Ms. A's room do not waste much time, nor are they bothered by large amounts of inappropriate or disruptive behavior. Ms. B's classroom presents the opposite situation: students are frequently off-task and they do not seem to have learned how to follow classroom procedures. Ms. B has further compounded the problems by failing to monitor students care-

fully; thus, inappropriate behavior, already at a high level because of poorly planned procedures, escalates and becomes disruptive.

The management and organizational differences between these two classrooms will have both short- and long-range effects. Both research and common sense tell us that student learning will be greater among Ms. A's children, compared to Ms. B's children. Ms. A's more effective classroom management and organization will result in more learning time in her curriculum activities. Her students will cover more material and have more time for enrichment. They are also more likely to get help when they have difficulties, because Ms. A's smoothly running procedures will require less of her time to maintain; she will not have as much inappropriate or disruptive behavior to siphon off her time and energy. Unfortunately, there will also be some personal effects of poor management on Ms. B. Because of the high number of interruptions of her teaching time, and the frequent need to deal with inappropriate or disruptive behavior, Ms. B is likely to experience an uncomfortable level of tension and stress. Ms. A, on the other hand, is far more likely to be relaxed and to look forward to teaching her children as the year progresses.

The key questions for us are why and how Ms. A's and Ms. B's classrooms evolved to their present state. What did Ms. A do to establish such a productive, cooperative climate? What did Ms. B do, or fail to do, that resulted in a poorly organized room?

We believe the genesis of Ms. A's good results and Ms. B's problems are to be found in the first few weeks of the school year, and in the planning these teachers did to get the year underway. We believe this to be the case because we have observed more than 90 elementary and junior high school teachers during the last three years as part of the research done by the Classroom Organization and Effective Teaching project at the Research and Development Center for Teacher Education. The observations began on the first day of the school year and continued throughout the year for more than 25 hours in each class. In this research, we were able to identify teachers of varying management effectiveness. In nearly all these cases, we can trace the roots of the more or less effectively managed classrooms back to the first few weeks of the year, and we have been able to identify those things that the more effective managers did

to establish their classroom systems. We want to share this information with you in this manual.

We do not want to imply that a teacher need only follow these suggestions for the first few weeks, nor that a difficult beginning cannot be reversed. However, it is a far easier task to maintain an initially well-organized classroom, than it is to regain control and to teach new behaviors to replace inappropriate ones. Therefore, many of our suggestions will be directed at the initial portion of the school year; however, we shall also focus on some important aspects of effective teaching throughout the year.

How to Use This Manual

You should begin to use the manual while you are getting your room ready and while you are planning for the first week or two of school. Don't wait for school to begin! All of the major areas (and most of the minor ones) that you need to plan are described here. Use the manual as a guide.

The manual is organized around 11 "prescriptions." These prescriptions identify teaching practices that are characteristic of more effective classroom managers. Accompanying each prescription is a rationale explaining the basis for the recommended teaching practice. This is followed by guidelines and activities that should be used to implement the prescription. Reading the guidelines and carrying out the activities are essential for successful implementation of the prescriptions. Activities for some prescriptions include case studies of actual classrooms. You will find these particularly useful because they illustrate proven techniques.

A number of charts and tables are presented in order to summarize information. In addition, convenient checklists of things for you to do or to remember are included. You will find room to write your notes and plans on them.

The manual is color-coded, as follows:

White	Prescriptions, rationale, guidelines and activities
Yellow	Major case studies
Blue	Checklists

During your initial reading concentrate on the prescriptions, rationale, and guidelines. You will find that the prescriptions are organized according to the following plan.

1. Prescription 1 — Getting the classroom ready
2. Prescriptions 2-3 — Planning rules and procedures
3. Prescriptions 4-6 — Preparing for the first few days of class
4. Prescriptions 7-8 — Managing student behavior
5. Prescriptions 9-11 — Improving instruction

Starting with Prescription 1, complete as many of the activities as you can. All of the prescriptions contain information valuable for beginning the school year right. We know that this is a big task. But we are certain that this is time well spent, because it will pay you a substantial return in more productive classroom time, a pleasanter climate, and less tension and stress for you.

Prescriptions

Prescription 1 - READYING THE CLASSROOM

Be certain your classroom space and materials are ready for the beginning of the school year.

Rationale

The first days of school are crucial to the rest of the year. On the first day you are setting the tone of your classroom. Children usually come to school on the first day both expectant and anxious--and what you do can either reassure them or reaffirm their doubts.

Teachers begin the very first day to mold their classes to a structure--you want it to be a first-rate structure and a good fit. The first day will make a big impression on the children, and if you are calm, composed, and confident, the impression will be the right one!

There's already enough to do before school starts, but from the first day on, there is so much more to do that it makes sense to take a little extra time to insure that it will run as smoothly as possible. With some advance planning, you can avoid problems which result in "dead time" for students while you search for misplaced material, or decide what to do with a late-arriving student, or try to figure out what to do next because your students have finished something in about half the time you thought it would require.

Even a little bit of dead time is enough to get some students into trouble. The old proverb, "An ounce of prevention is worth a pound of cure," certainly holds true for the classroom.

Your ounce of prevention will be the planning you engage in before school begins. We will begin with planning your teaching-learning environment, which consists mainly of your classroom's space and the materials you will need for instruction. But we will also include in the planning activities those aspects of your school that affect you and your pupils. Such aspects include the use of hallways, playground, and instructional areas outside the classroom (library, music room, etc.).

Planning the Use of Space

One of the first considerations for the teacher who sits down to plan for the opening of school is how the allotted space within the classroom will be arranged.

The basis for all decisions about the use of space in the classroom is the consideration of what activities will be taking place in that classroom. Of course, no decision need be final: better arrangements may present themselves and the needs of the students may change in time. There's a lot to be said for changing the room around just for the sake of variety--it gives the feeling of a fresh start. But to start out one must decide on a plan. Some suggestions for each of the major areas you'll have to work with are presented in the following chart.

Area/Subject	Suggestions

A. WALL AND CEILING SPACE

Wall space and bulletin boards provide extra areas to display rules, procedures, assigned duties, calendar, clock, schedule, menu, instructional material, decorations, charts and maps, student work, student birthdays, etc. Ceiling space can also be utilized to hang mobiles, decorations, and student work.

Important Note.
Don't overdecorate and don't spend a lot of time. Just get the job done. A few bare bulletin boards won't bother anybody--leave them for displaying student work. You need time now for more essential planning; you'll have time later in the year to try something fancy.

a. If you need ideas for decorating your room or for setting up displays, look at some other rooms around the school.

b. You'll probably want to cover large bulletin board areas with colored paper. You can probably obtain these in your school office or supply room--they'll be in large rolls. A neat border will help. Again, the supply room may have materials, or you can spend a few dollars for materials at a school supply center or store. For a few more dollars, you can buy a book of bulletin board ideas or some posters.

c. Be sure to leave some space for displaying a list of rules (to be developed in a later activity and prescription).

B. FLOOR SPACE

Arrange your desks/tables and chairs so that you can easily observe students from all areas of the room in which you will work. Students should be able to see you and necessary displays, overhead projectors, screens, or chalkboards for whole group activities.

1. Arrangement of student desks

a. Keep high traffic areas clear. Don't put desks/tables/chairs in front of doors, water fountain, sink, etc.

b. Count the desks/chairs. Make certain you have enough. Replace damaged furniture.

c. You may have a room in which students sit at tables rather than desks. If this is the case, you will need to plan for

Area/Subject	Suggestions
	student storage carefully. Individual tote trays, boxes, or square plastic tubs are often used in these situations. Storing these must be considered when arranging your room. They should be easily accessible to the students.
	d. Even if other arrangements are to be used later in the year, it might be wise to begin the year with desks in rows facing the major instructional area. This minimizes distractions for the children and allows the teacher to monitor behavior more readily and to become familiar with individual students' work habits.
2. Group activity or work areas	
You will need an area where you can meet with small groups of children. This occurs most frequently for reading, and, if groups are used, for arithmetic. You will also find it handy to have an area with a table or counter top where several children can work together on projects.	a. Arrange the area(s) so that you can monitor the rest of the class when you are in the area working with a small group. Position your chair so that you face the room.
	b. Arrange work areas so that you can monitor them when you are working with the class.
	c. Make sure you have enough chairs for your group area.
3. Centers	
A center is an area where students come to work on a special activity or to study some topic. Often, a center will have some special equipment such as a tape recorder with headphones for individual students. Other centers may be built around a special study topic in science, social studies, etc. A center may be organized around a skills area in arithmetic, for example. In this case, you might have a box of activity cards which	a. Place centers in locations where you can monitor them easily.
	b. Be certain that all necessary materials and equipment are available at the center.
	c. Test the equipment to make sure that it is working.

Area/Subject	Suggestions
students progress through as part of enrichment or remediation in the arithmetic skill area. If you are setting up a center, use the suggested things to do in the right-hand column. (Also, read more about centers in the discussion of Prescription 11 before proceeding.)	
Important Note: You don't need to have a center in your room, particularly at the beginning of the year. If you don't have one ready, don't lose time trying to develop one now. Wait a few weeks until you have more time.	
4. Bookcases	a. Place bookcases where they don't prevent monitoring or obstruct lines of vision--yours or the students'. b. Leave on the shelves only those materials that you are willing to allow students to handle. Store the rest until you are ready to use them.
5. The teacher's desk, file cabinet, and other equipment	a. Place these so that they do not interfere with traffic. b. If you plan to use your desk for individual work with students, place it so that it is accessible, and allows you to monitor the room while at the desk. c. If you plan to store instructional materials on or in your desk, place them so that they are easily accessible from your instructional areas.

Area/Subject	Suggestions
6. Pets and plants	
These can add a lot to a room and can provide many learning experiences for children. Some teachers prefer not to include pets until later when things have settled down.	a. Place these where they will not be in the way of work space and where they will not distract students. b. Choose plants and pets that are compatible with the lighting and heating ranges in your room.
7. Traffic patterns	Try to maintain open traffic lanes, easy access to instructional or high-traffic areas, and clear lines of vision for yourself to all areas of the room, and for your students to any area having a visual display for instruction (OP screen, chalkboard, frequently used charts or maps).
C. STORAGE SPACE AND SUPPLIES	
1. Everyday paper and other supplies	
These need to be in a convenient and readily accessible place, probably someplace where the students can get to them on their own. Work tables could possibly supply some of this space.	a. Daily supplies will depend to some degree upon the grade level you teach and the supplies children bring to school with them. The following set includes most of the basic materials. a) Pencils b) Paper in varying sizes and colors for different activities c) Crayons d) Water soluble markers e) Rulers f) Assorted pens and chalk for art projects g) Transparent tape and masking tape h) Stapler i) Glue Have at least these on hand for the first day.

Area/Subject	Suggestions
	b. Find containers for as many of the items as you can: old ditto master boxes, IBM card boxes, coffee cans, cardboard boxes, etc. These can be covered with contact paper and labeled. This will help keep the storage area neat and will save cleanup time.
2. Everyday books and instructional materials	
These would include anything the students use on a daily or near-daily basis that they do not store in their own desks.	a. If you don't know what books and other materials are available for your grade, ask your grade level leader or your principal. Decide (or find out) which books the students are allowed to keep at their desks or take home and which must remain in the room. (This decision may be yours to make.)
	b. Find easily accessible shelves on a bookcase for those everyday books and materials that will not be kept in student desks.
3. Long-term, seldom-used or special occasion items.	
These include Christmas and other seasonal decorations, special project materials, and things that are used only a few times a year or will be used sometime in the future (like the next basal reader for your reading group if you have the luxury of having them ahead of time).	a. These items can be stored at the backs of cupboards and on top of cabinets (even out of the room if you have access to outside storage space).
4. Equipment	
This includes the overhead projector, record player, tape recorder, headphones, pencil sharpener, etc.	a. Note where electrical outlets are located before you place equipment.

Area/Subject	Suggestions
	b. Obtain needed extension cords or adaptor plugs. Store them with the equipment so you won't need to look for them when you want to use the equipment.
	c. Test all equipment now.
5. Student belongings	
This includes any items that are not to be stored in desks or "tote trays" (i.e., lunch boxes, wraps, show-and-tell items, lost-and-found items, etc.). Planning for student storage will save many a headache later!	a. This space should be left empty as you arrange your room. It should be strictly for student use.
	b. You may need to provide a coatrack if there is no space for students to hang their coats. (A school chart rack can come in handy here!)
6. Your own materials and supplies	
You can expect to receive some standard supplies from the school. Typically these include pencils, paper, chalk, erasers, overhead transparency sheets, scissors, ruler, glue, stapler and staples, thumb tacks.	a. You should add the following: kleenex, rags, paper towels, soap, bandages, and extra lunch money for emergencies. Store these where they are accessible to you (not your students) when you need them.
	b. Be certain that you have a grade book and copies of instructor's manuals or teacher's editions for all textbooks that you will use with your class.
	c. If you don't have a clock and a calendar in your room, get them. Buy a desk bell or timer if you wish to use either as a signal. (See Prescription 2)

Area/Subject	Suggestions
7. Nametags	
You'll need these for the first few days of school.	a. Make nametags for all the students on your roster, but be sure to have a few extra for unexpected newcomers. Think carefully about how you want to have them fastened. If you're using straight pins you may be opening yourself up to little dueling matches and surprise pricks and pokes. If you are using safety pins, be sure your students can fasten them themselves or you will have to do it for them. Other options are tape, or a length of yarn to allow the nametags to go over the children's heads and hang around their necks.

Activities for Prescription 1

● Activity 1 As you arrange your room and ready your supplies, use Checklist 1.1, Room Readiness.

● Activity 2 Keeping in mind the guidelines in the chart above, test the traffic patterns in your room.

a. Walk through each area as though you were conducting instruction there.

b. Now pretend you are a child. Enter the room; move to a desk; get a drink of water, etc.

c. Rearrange any areas that may pose a problem.

● Activity 3 Checklist 1.2 consists of a series of questions regarding procedures and information that you need to know in order to get the year started smoothly, and to keep it that way. If you have taught at your school before, you will know the answers to most of these questions. If you are new to the school, the administration has no doubt provided the answers to some of the questions. Obtain answers to the remainder from an experienced teacher at the school and from the office secretary or an administrator.

✓ CHECKLIST 1.1 ✓

Classroom Readiness

Subject	Check When Complete	Notes (Materials to acquire, things to do, etc.)
A. Wall and Ceiling Space		
B. Floor Space		
1. Student desks/tables		
2. Group activity or work areas		
3. Centers		
4. Bookcases		
5. Teacher's desk, filing cabinet, etc.		
6. Pets and plants area(s)		
7. Traffic patterns		
C. Storage Space and Supplies		
1. Everyday supplies		
2. Everyday books and other instructional materials		
3. Seldom-used materials		
4. Equipment		
5. Teacher supplies		
6. Nametags		

✓ CHECKLIST 1.2 ✓

Essential Questions for the First Few Weeks

Question	Check	Notes
1. Do you have keys to the building and to the classroom?		
2. What furniture is available for your room?		
3. What are the "school rules" for students?		
4. Are aides available and if so on what schedule?		
5. What are the procedures for obtaining classroom books and for checking them out to the students?		
6. What expendable supplies are available and what are the procedures for obtaining them?		
7. What audio-visual materials and equipment are available and what are the procedures for obtaining them?		
8. What is the required paperwork for the first day of school, for everyday attendance, for the lunch program?		
9. What is the procedure for the arrival of students on the first day of school; for every day after that?		
10. What is your class roster; do you have any special ed. or resource students? Do they, or any other children, leave your room during the day? If so, what are their schedules?		

CHECKLIST 1.2 (cont.)

Essential Questions for the First Few Weeks

Question	Check	Notes
11. What time will your class have music, recess, P.E., lunch, or go to the library?		
12. Will there be any assemblies the first day or first week? (It's nice not to be surprised by the announcement in the middle of some lesson.)		
13. How do children leave at the end of the day? Do you have any bus riders and do they leave early?		
14. What are your school's policies about corporal punishment, suspension, and keeping children after school, either for makeup work or detention? Do parents need to be notified?		
15. What is the procedure for making dittos?		
16. How do you get the principal's or office's assistance for emergencies, illness, or discipline problems?		
17. What policies or procedures should be followed if a parent requests that a child leave the school during the class day?		

CHECKLIST 1.2 (cont.)

Essential Questions for the First Few Weeks

Question	Check	Notes
18. When is the principal available, and about what does he want to be consulted?		
19. When is the school nurse available and what are appropriate reasons for making a referral?		
20. Is a counselor available, and what types of referrals does he/she want?		
21. What resources are available in the district for help in diagnosing or working with children with severe learning or behavior problems?		
22. What janitorial services are available for your room, and what can you do if they are inadequate?		
23. List other questions which occur to you		

Prescription 2 - PLANNING RULES & PROCEDURES

Decide before the year begins what behaviors are acceptable or unacceptable in your classroom. Then think about what procedures students must follow in order to participate in class activities, to learn, and to function effectively in a school environment. Develop a list of these rules and procedures.

Rationale

Your classroom probably will contain 25 to 30 children, each one expecting you to give them direction and guidance about procedures and rules. Children readily accept the idea of having a uniform set of rules and procedures, because it simplifies their task of succeeding in school. Efficient procedures and workable rules allow a great variety of activities to take place during a school day, and often several activities at a given time, with a minimum of confusion and wasted time. There will be less opportunity for various kinds of disruptive and interfering behavior, and consequently you will have time for instructional activities. If no rules and procedures are established, you and your children will waste much of your time getting organized for each activity. Also, undesirable work habits and behaviors might become established which will be hard to correct.

Although some teachers want their students to share in the responsibility of deciding upon class rules, it is, ultimately, the teacher's task to make certain that the set of rules and procedures is adequate and appropriate. If rules and procedures are constantly being revised, or if they are not followed properly, then you and your students

will experience considerable frustration from interrupted tasks, lost time, and the interference of continually adapting to modified rules and procedures. If, on the other hand, you establish a workable system, the year's progress will be much smoother.

Procedures

Following is a list of areas for which you may need to establish procedures. Included in this list are questions to ask yourself about each area and some procedures used by effective teachers. This list is not exhaustive, nor are all suggestions appropriate for all grades. This list will best serve as a reminder of the many areas encountered by students in which they will want to know how to perform successfully.

Things to Ask Yourself	Suggestions
I. PROCEDURES FOR STUDENT USE OF CLASSROOM SPACE AND FACILITIES	
A. Student Desks/Tables and Student Storage Space	
1. What standards do you want to establish about student upkeep of desks and storage areas?	Some teachers set aside a particular period of time each week for students to clean out their desks; others suggest this be done everyday.
2. If students must use tote trays for materials, what rules do you need to establish concerning when and how these areas are to be used?	It is probably a good idea to limit the number of times a student can go to his/her tote tray, and the number of students allowed at the trays at any time.
3. What rules do you wish to have regarding placement and usage of desk chairs?	You may want to demonstrate how to use and store chairs under desks, as well as how to sit correctly in chairs.
B. Learning Centers/Stations	
1. How many students are you limiting to each area?	Some centers may be appropriate for several students while others will accomodate only one or two students.
2. What student responsibilities will you require for the proper care of materials/activities in each area?	In some cases a student may be able to handle his own material quite easily. In a center with more than one student, it may be helpful to have a rotating monitor to be in charge of materials and equipment.

Things to Ask Yourself	Suggestions
I. PROCEDURES FOR STUDENT USE OF CLASSROOM SPACE AND FACILITIES (cont.)	
3. What standards of behavior will you set for each area?	Some teachers allow some quiet talking if it does not bother the rest of the students (as when a game is being played).
4. What conditions do you want to place on student use of centers (e.g., when all work is finished; with other students in the same reading group, etc.)?	You may wish to make some centers contingent upon turning in completed work (a reward).
C. Shared Materials, Bookshelves, Drawers, and Cabinets	
1. What responsibilities do you want students to have in taking care of these items and keeping them in their proper places?	Most teachers label and point out to students materials and storage spaces which are available for them to use. Some teachers appoint a helper to make sure materials are returned to their proper places after being used.
2. What rules do you need to establish concerning when and how these areas are to be used?	You may wish to tell students that certain materials may be used anytime, while others may be used only when you give permission.
D. Teacher's Desk and Storage Areas	
What conditions do you want to establish about students' use and contacts with your desk and storage areas?	Some teachers tell students that they will not bother the students' desks and the students should not bother the teacher's desk, except when specific permission is given.
E. Drinking Fountain, Sink, Pencil Sharpener, and Bathrooms (if in room)	
1. How many students do you wish to limit to these areas at any given time?	Most teachers prefer not to have lines waiting at any of these locations except in rare instances, since trouble may arise and time is wasted.
2. What rules do you need to establish concerning when and how these areas are to be used?	Some teachers allow students to use these facilities at any time except when they are teaching a lesson.

Things to Ask Yourself	Suggestions
I. PROCEDURES FOR STUDENT USE OF CLASSROOM SPACE AND FACILITIES (cont.)	
3. What cleanliness standards do you wish to set for each area?	Rules for the bathroom, especially, will need to be clearly specified. A system should be established to let a student know if the bathroom is occupied (e.g., a sign on the door with a green light and a red light; a system for knocking quietly but firmly two times, etc.). If cleanliness becomes a problem, you may need to establish a monitor system to check to see if students are keeping the bathrooms clean.
II. PROCEDURES CONCERNING OTHER AREAS OF THE SCHOOL	
A. Out-of-Class Bathrooms, Drinking Fountains, Office, Library, Resource Rooms, Health Room, etc.	
1. When and how do you wish students to have access to these areas? 2. How will you monitor the number of students using these areas at any time? 3. What student behavior standards will you require while using these areas and while en route to and from them?	A hall pass system may be established to monitor the number of students out of the room and to let students know if they may leave or not. A bathroom hall pass for boys and girls may be hung next to the hall door, to be placed around the neck or carried by the student en route to the bathroom. A similar pass system could be used for the library with a particular time limit established for when and how long it could be used. If there are no school rules dealing with hall, library, resource room, etc., behaviors, you will want to set standards. If there are school rules, they will need to be reviewed and enforced.
B. Students Lining up to Leave the Room	
1. What procedures will you establish for students to line up?	You will need to decide how you plan to have students line up to go from your room to the playground

Things to Ask Yourself	Suggestions
II. PROCEDURES CONCERNING OTHER AREAS OF THE SCHOOL (cont.)	
2. Do you expect areas to be clean and materials put away before students line up?	(and other locations in the school). Some techniques used include separate lines for boys and girls, boy/girl/boy/girl, quietest tables first, quietest individuals first, etc. You may also want to have line leaders.
3. Do you wish students to be still and/or silent before lining up?	
4. Have you considered all the factors which enter into a student's ability to line up and move appropriately? (i.e., Where should hands, eyes, feet be?)	Some teachers find it necessary to specify exactly where hands, eyes, feet, etc., should be while in line. Some teachers have students clasp their hands behind their backs, others have students keep their hands down at their sides.
C. Playground	
1. What standards do you wish to establish regarding coming and going to the playground?	You will want to establish rules about when the students break out of the line, how you are to get their attention to line back up (use a signal such as whistle or a raised hand), and how long is a reasonable time for them to get lined up. If you plan to play a game on the playground, announce this prior to leaving the room, telling students where they should go once out on the playground.
2. What safety and maintenance rules should be made concerning any equipment (e.g., swings, slides, monkey bars, bats, balls, etc.)?	
3. What signals will you use to get students' attention to get lined up or listen to you?	
D. Lunchroom	
1. Again, what standards will you have for coming and going?	If you are planning (or have) to sit with the students, decide ahead of time who will get to sit by you, that is, will this be random, a reward, or assigned seats.
2. What rules should you set concerning table manners, behavior, noise level?	Some schools have special awards or contests for behavior in the lunchroom. If your students are too noisy or misbehave a lot, you may wish to establish a reward system for good behavior, or include lunchroom behavior as part of your in-class reward system.

Things to Ask Yourself	Suggestions

III. PROCEDURES DURING WHOLE CLASS ACTIVITIES AND SEATWORK

A. Student Participation in Class Discussions

How and when do you wish students to address questions and responses?	Many teachers require students to raise their hands and be called on before speaking during whole class activities. These teachers do not allow "call outs" (students calling out answers, questions, or comments) or "come ups" (students going up to the teacher to ask a question). The important thing is to be consistent if this is your procedure.

B. Cues or Signals for Getting Students' Attention

What signal will you use to get whole group attention?	A cue is a signal or sign that students should stop or start some behavior. Cues are common in everyday life and effective in managing behavior. Everyday examples are traffic lights, signs, and timer bells. Common cues or signals used by teachers include posted rules, a bell, a timer, a whistle, a finger raised to the lips, a phrase such as "Eyes on me," turning off the lights, standing at a certain location in the room to signal attention, a daily schedule, a red/green sign hung on a bathroom door, and a raised hand. To use cues effectively, you must plan to <u>teach</u> the children to respond appropriately to the cue. For example, you may wish to use a bell as a signal for the children to stop what they are doing and look at you. It is important to use the cue consistently and require appropriate behavior following its use.

Things to Ask Yourself	Suggestions

III. PROCEDURES DURING WHOLE CLASS ACTIVITIES AND SEATWORK (cont.)

C. Talk Among Students

1. What specifically do you expect and desire concerning noise level?

2. What cue or signal will you use to let students know the noise level is unacceptable?

3. What procedures do you wish to establish for students working together?

One teacher explained and demonstrated to her students the difference between "silence" (no talking, no noise at all) and "quiet" (very soft whispering). Students were told that if they did not maintain "quiet" when requested, this "privilege" would be taken away. Then she carefully enforced these procedures. "Silence" was used primarily during teacher presentations while "quiet" was used during seatwork, art projects, and other times when a little whispering was not really disruptive.

D. Making Assignments

1. What method will you use to inform students as to what their assignments are?

2. When and how will you give instructions for assignments?

3. What method will you use to monitor progress being made on assignments?

Many teachers write the daily assignments on the chalkboard listed by the reading groups. These are discussed at the beginning of the day or just prior to the time allotted for working on them. If additional instructions are needed, they are usually given in reading group.

Other teachers use individual assignment sheets, placed in a folder or notebook for each student. This requires much more time for the teacher, but can be rewarding for the students, when allowed to check off or color in a square when an assignment is finished.

With very young students and poor readers, a code system can be used, with symbols for the materials to be used such as the reading workbook, math book, etc. These can be posted by reading groups with color names and using colored chalk on the chalkboard.

Things to Ask Yourself	Suggestions
III. PROCEDURES DURING WHOLE CLASS ACTIVITIES AND SEATWORK (cont.)	
	Teachers may check on student progress when they come to reading group, and they may circulate through the class between reading groups, checking to see if students are having problems or are goofing off.
E. Passing Out Books, Supplies	
1. What can the students be doing while books are being checked out?	It is wise to spend as little time as possible in passing out books and supplies. Many teachers have a student monitor pass out materials, such as spelling papers, during the opening activities. Graded papers can also be handed back in this way. If there are materials that you must hand out just before they are used, you can probably begin your explanation of the activity while passing out the supplies. Long breaks for passing out materials often lead to misbehavior, so careful planning is crucial to prevent chaos.
2. What types of materials will need to be passed out daily, weekly, monthly, etc.?	
3. Which materials and supplies can be passed out by a student monitor?	
4. When is the best time to pass out materials?	
	Checking out books at the beginning of the school year is time-consuming and potentially chaotic. Make sure all students have something specific and fairly interesting to do while you handle this chore. "Coloring a picture" is usually not specific or interesting enough. You may want to give a puzzle or math sheet or game to be done during this time.
F. Students Turning in Work	
1. What assignments will you have students pass in directly to you?	Many teachers have a set of shelves or plastic vegetable bins which are labeled by subject. Students are supposed to turn in assignments to these shelves when they are finished. The teacher removes the
2. What procedures will you have for students to turn in	

Things to Ask Yourself	Suggestions

III. PROCEDURES DURING WHOLE CLASS ACTIVITIES AND SEATWORK (cont.)

assignments while you are involved in reading group or other area?	papers everyday to make a check on who is not turning in all work. This can even be done during the day, so as to give extra time to finish when needed. Other teachers use a folder (often a stapled and labeled book cover) for each child. Students place their papers in this folder and it is looked at by the teacher every day.
G. Handing Back Assignments to Students	
1. How quickly do you plan to return graded or checked work? 2. What procedures will you use for returning work to the students?	It is important for students to know how well they are doing in their work; therefore, it is important for the teacher to grade and return papers to the student as quickly as possible. This may mean handing back papers the first thing every morning before the students arrive, handing back the papers during a class activity, or giving them back individually or during a group activity. A monitor may be used for this purpose, but the teacher can make individual comments to students if s/he gives the papers back individually.
H. Makeup Work	
1. How do you plan to successfully monitor who misses what instruction on any given day? 2. How and when do you plan to have makeup work completed?	Once you have decided how you will monitor student progress in completing work, you should set up your system and follow it consistently. You should also have a plan for accepting late work and a place for it to be turned in. For older children, you will probably want to have past assignments posted somewhere, so that they may find out what they missed and make arrangements to

Things to Ask Yourself	Suggestions
III. PROCEDURES DURING WHOLE CLASS ACTIVITIES AND SEATWORK (cont.)	
	make it up. If you do not wish to use up chalkboard space, you could write the daily assignments that should be made up on a list and post it on a bulletin board or cabinet door where students can find it without bothering you.
I. Out-of-seat Policies	
For what purposes is it all right for students to leave their seats during seatwork and whole class activities?	This mainly refers to bathroom, water fountain, and pencil sharpener, but may include going to the shelf to get a book to read, or going to the bulletin board to read the lunch menu. Stress what are acceptable times to be out-of-seat.
J. What to do When Seatwork is Finished	
1. What activities are acceptable to do when all work is finished?	If you have games, puzzles, etc., for students' use when their work is finished, establish step-by-step rules and procedures for their use. In particular, you will want to establish what must be done prior to this participation and how you will monitor correct usage.
2. What procedures will you need for the use of any materials?	
3. How many students can be involved together in these activities?	
IV. PROCEDURES DURING READING GROUPS, OTHER SMALL GROUPS	
A. Students' Movement Into and Out of Group	
1. What procedures, rules, and teacher signals (cues) do you need to "spell out" regarding movement to and from small groups?	You will want these transitions to group to be brief, quiet, and with as little disruption to other class members as possible. Establish high expectations, indicating to the students that their time at school is short and there is so much to learn; hence, they need to
2. What special procedures will be needed for informing students	

Things to Ask Yourself	Suggestions

IV. PROCEDURES DURING READING GROUPS, OTHER SMALL GROUPS (cont.)

who must leave the room as to when they should leave?	waste as little time as possible.
3. What should be done with materials and activities used prior to coming to group?	Some teachers use a timer to cue them and their students when it is time for a new group. Others may use a bell to signal the beginning of a new group. This works particularly well when there is an established order for reading groups and students know what they are supposed to be doing at all times.
B. Bringing Materials to the Group	
1. What materials or supplies should students bring or not bring to group?	If you post the assignments by groups, you may want to note also what materials will be needed for reading group. This can be mentioned when assignments are being discussed and will serve as a reminder to students as to what they should bring if they forget.
2. How will you explain this beforehand?	
C. Expected Behavior of Students in Small Group	
How and when do you wish students to address questions and responses?	If you require students to raise their hands to ask questions, etc., in whole class activities, you will probably want to maintain this rule in small group activities as well, to maintain consistency.
D. Expected Behavior of Students Not in the Small Group	
1. What activities will the rest of the class members do that will minimize their need for you and yet will keep them as productively busy as possible?	Instructions for activities and assignments of students not in small group should be carefully explained and any questions answered prior to beginning the small group. If this is done, students will not need to bother you while you are with your small group. If there seems to be confusion, you may wish to plan to
2. What specifically do you expect and desire concerning noise level and student access to you?	

Things to Ask Yourself	Suggestions

IV. PROCEDURES DURING READING GROUPS, OTHER SMALL GROUPS (cont.)

3. How will you communicate your behavior wishes and standards clearly to the students outside your small group?	spend some time between groups reinforcing instructions and helping individuals. Students can be told to go on to the next assignment if there is a problem. Or you may want to appoint a monitor from each group to answer questions while you are in group. Permission to interrupt you might then be given only to the monitors and only for times when your attention is absolutely necessary.

V. OTHER PROCEDURES THAT MUST BE DECIDED UPON

A. Beginning the School Day

1. What routines do you plan to establish for opening each and every school day? 2. What constraints (e.g., students coming in late) will affect these routines?	Many teachers begin the day with certain social items such as a riddle for the day, discussion of the day's lunch menu, the Pledge of Allegiance, date and birthdays, discussion of TV shows, etc. In many cases this gives the students a chance to get some of their chatter out of the way prior to settling down for serious work. This also gives late students a chance to come in and not miss the instructions for assignments. This may also be a good time to hand back graded papers and post or mention especially good ones.

B. End of School Day

1. What routines do you plan to establish for ending each and every school day? 2. What constraints (e.g., students leaving early to catch the bus) will affect these routines?	These routines may include feeding the fish, straightening bookshelves, clearing off desks, quick summary of the day's important lesson, instructions for homework, or stacking chairs on the desks. If you have children who leave early for the bus, you may want to do one or two things before they leave and several more after they leave, so that the remaining

Things to Ask Yourself	Suggestions
V. OTHER PROCEDURES THAT MUST BE DECIDED UPON (cont.)	
	students are not sitting without anything to do. Planning ahead for the end of the day guards against hurried closings, lost papers, and a feeling of confusion and chaos.
C. Student Conduct During Interruptions and Delays	
1. What general rules could you set in the event of such occurrences?	If delays or interruptions occur while students are working, they should be required to go on working with no disruption. If you are in the middle of a lesson and a visitor appears, or the phone rings, students should be told to be courteous and patient and that you will return to them as quickly as possible. If you will be detained very long, give the students something to do, even if it is only to have a student read a story, or let the students play a game they know well.
2. What "quickie" games or songs could you come up with when the movement to school assembly or other activity is delayed?	
D. Fire Drills, Civil Defense Drills, and Natural Disaster Precautions	
1. Have you familiarized yourself with school policies and routines concerning these things?	While you may wish to wait a few weeks to teach this to your students, you should not wait until you know a drill is about to occur. It is better to teach these procedures ahead of time and review them just prior to the first occasion of a drill. This is especially true of young students, since they have not had many experiences with drills and may not understand that these are only for practice now, but may be for real later on.
2. Have you considered how and when to teach and practice these with students?	
E. Housekeeping and Student Helpers	
1. What student helpers will you need?	Teachers often use students to help with such chores as erasing the chalkboard, passing out materials

Things to Ask Yourself	Suggestions
V. OTHER PROCEDURES THAT MUST BE DECIDED UPON (cont.)	
2. What system will you set up for choosing them?	and supplies, carrying messages to the office, watering the plants, feeding the animals, etc. Students
3. What standards will you set for the carrying out of each job?	are also chosen to be line leaders and bathroom monitors. Some teachers reserve some of these
4. What will be the consequence for not handling the job appropriately?	chores for especially good students, such as those jobs requiring passing in the halls (e.g., messenger).
	Many teachers have a chart or bulletin board with slots for the names of students currently serving as monitors or helpers. A card is then made for each child with his/her name and this card is placed into the appropriate slot when that child is monitor. Some teachers ask for volunteers for each job, others appoint students on a rotating basis. This is usually done at the beginning of each week and the appointments last one week.

Rules

You will want to have a set of rules regarding behavior in your classroom. Usually, these rules are posted in some highly visible place. Teachers have rules governing behaviors not covered in their procedures or that they feel strongly about. The function of the rule is to prevent the behavior (or encourage it, if it is a positively stated rule) by clearly stating the expectation and using it as a cue or signal. Rules may be general guidelines for school or classroom behavior (e.g., Respect yourself. Respect others. Respect your school.) or they may cover specific procedures that you feel strongly about (e.g., Raise your hand before speaking.).

You will probably want to choose three to six rules that will govern behavior in your classroom, in addition to your system of procedures. It is a good idea to state some of your rules positively, indicating what is

appropriate behavior. However, don't be shy about prohibiting some behaviors that you just don't want to live with. If your rules are general guidelines that do not have an obvious behavioral referent, you will need to teach the children what this means to you, and specifically how to do it in your classroom. Students may be told that the rule "Respect others" includes such things as no hitting, no tattling, no name-calling, etc. General rules offer more flexibility, in that most behaviors can be encompassed in a few general rules. However, if they are not explained, students will not know exactly what behaviors are and are not acceptable in your classroom.

It should be emphasized that your posted rules need not (and probably cannot) cover all aspects of behavior in your classroom. Other rules and procedures will be needed. However, the posted set allows you to focus students' attention on and create a strong expectation about those things which are really important to you.

The following list includes several of the frequently used rules in elementary school classrooms. The comments describe some of the considerations which should go into the selection of these rules. Again, this list is not exhaustive, nor are these rules written in stone. This list includes examples of the things to think about when presenting rules to students.

Rule	Comment
1. Be polite and helpful	This may be worded in various ways (e.g., be considerate of others; be courteous). For the rule to have meaning, the children must be given examples. They must know what things to do that are polite and helpful--in dealing with adults and with each other.
2. Take care of your school	This is another very general rule that the teacher must think through before using. In this rule the teacher might also want to include such positive things as picking up trash in the halls or on the school grounds, returning library books on time, and/or such negatively stated things as not marking on walls, desks, or school books. Whatever detailed behavior that is expected within this rule, the teacher must be sure to discuss and follow up with the class.

Rule	Comment
3. Behave in the cafeteria	If this rule is to be included, the teacher must define and describe to the children exactly what kinds of behavior are expected. This will overlap with such things as how to line up, how to walk in line, and how to talk quietly. Specific details such as where to go to buy lunches and/or milk, where to sit, when and where to take empty trays, and what to do after the trays are returned will need to be clarified before leaving the classroom for lunch the first day.
4. Do not hit, shove, or hurt others	This may be a school rule, or it may address a problem the teacher has found prevalent. The teacher will need to define what, in her judgment, constitutes hurting others. Also, the teacher must decide what steps will be taken to help prevent these behaviors from occurring and to deal with children who have behaved in these ways. (See Consequences section in Prescription 3.)
5. Keep the bathroom clean	Here the teacher might establish a list of do's and don'ts pertaining to bathroom behaviors. Assigning bathroom monitors with specific responsibilities can be helpful. Teacher D's brief discussion of bathroom responsibilities gives an indication of some things to address here.

Activities for Prescription 2

✱ Activity 1 Read Case Studies C and D describing the procedures used by two excellent third grade teachers. These case studies illustrate only some of the rules and procedures taught in these classrooms. Several weeks are usually required before most of the rules and procedures are taught, because as new activities and materials are introduced, new procedures accompanying them will be necessary. The purpose of the case studies is to illustrate some frequently observed rules and procedures along with successful strategies for teaching them. You should note that although the teachers had different approaches to introducing their first-day rules, they both began with rules and procedures that were to be put into use immediately. They also described any abstract words in concrete terms and checked to be certain that students understood the reasons for the rules.

❁ Activity 2 Make a list of procedures that your students must follow if your classroom is to run efficiently. Use Checklist 2.1, on the blue pages following this activity, to record your plans Decide what cues you want to use and add them to your list of procedures to teach your class.

❁ Activity 3 If you are new to your school, become familiar with the school rules, if any. Many schools have rules which govern conduct in hallways, on school grounds, in the lunch room, etc. In addition, the school rules may include certain aspects of classroom behavior, prohibiting, for example, fighting, profanity, etc. You should plan to include a discussion of these rules in your first day's lesson plan.

❁ Activity 4 Make a list of the rules regarding student behavior in your classroom. (You might find it helpful to re-read the case studies and the list of rules discussed earlier in this prescription) Because it is very important to enforce these rules consistently in order to maintain your credibility, choose your rules carefully keeping in mind how you will enforce them. Also, keep in mind the fact that you can add rules later if you need to. Make notes regarding any specific definitions and behaviors you want to stress for each rule.

❁ Activity 5 Have a conference with one or more teachers at or near your assigned grade level at your school. Choose one with a reputation for good management skills. If you don't know whom to choose, ask several teachers or the principal for nominations. The topic of the conference should be what kinds of behavior to expect from your students. You should also find out what rules and major procedures the teacher emphasizes. Even if you have taught this grade level before or have had student teaching experience at this grade level, don't assume that you can predict what will occur. Schools, their administration, teachers, children, and the neighborhoods they serve, can be very diverse. Likewise, if you are working at a new grade level, your expectations for student behavior may not be entirely realistic.

Some questions that will provide useful information are listed below.

1. What kinds of behavior are typical on the first few days? Are there any special problems to look out for?
2. What rules and procedures are important to establish?
3. What can be expected regarding the children's initial level of knowledge and skill in the major areas? What kind of range is likely? For example, are there likely to be non-readers (if you don't already have information on children from the preceding year's teachers)? How many are likely to know their addition facts, etc.?
4. How cooperative and approachable are parents? How does the teacher usually contact them?

CASE STUDY C

Teaching Procedures and Rules

After most of the students have entered the room on the first day, Teacher C has them gather on a rug next to the chalkboard. She praises the students who come quickly and quietly, calling them by name. Teacher C then asks the students, "How many can tell me what a rule is?" Students begin giving rules such as No chewing gum or No fighting. Teacher C says, "Those are all rules, but who can tell me why we have rules?" A student answers, "To keep you out of trouble." Teacher C refers to a list of school rules posted on a bulletin board. She briefly reads through these rules.

Teacher C: "One of these rules that we can start using right now is this one--raising your hands and being called on before speaking. How many of you have learned that rule already?" Children's hands go up, along with a few voices, which stop quickly when they raise their hands along with the rest. Teacher C: "Oh, I can see by your hands that most of you remember this rule well! And even those of you who'd forgotten over the summer caught on again right away. That's good. Now, can anyone tell me why your other teachers and I ask you to raise your hands instead of calling out?" Hands go up and she calls on Tim, who says, "So everybody won't talk all at the same time." Teacher C: "That's right! What would happen if everybody talked all at once?" She calls on Ann, who says, "There'd be too much noise." Teacher C: "Yes, way too much! And I wouldn't be able to understand any of you. That would be frustrating to you, too, wouldn't it?!" The children nod. "So that's an important rule for us to remember."

Then she says, "I'm going to show you how to walk in the classroom." Teacher C demonstrates by walking around the circle of children on the carpet. Then she asks Mary to show the class how they are supposed to walk. She does it properly and Teacher C thanks her. Teacher C calls on other volunteers to also demonstrate walking and thanks each one. Teacher C then says, "This is how we carry our chair in the room." She demonstrates, saying that by carrying the chair correctly it would protect the students from running into things or tripping which could cause them to get hurt. She says, "You are sitting so nicely. I won't have to show you how to do that." Teacher C calls on several students to demonstrate the proper way to carry a chair, and thanks each student. Teacher C says, "Now let me show you how we open pages in our books." She demonstrates the correct way to open and close books and turn pages, saying that books will last longer if they are taken care of properly. Following this the teacher tells the students they can go to the bathroom without asking, anytime she is not talking to the class as a whole. She gives the rule, "Only one in the bathroom at a time." She tells them they may also sharpen their pencils or get a drink without asking but also one at a time. Teacher C then says, "You may talk quietly among yourselves except when I am talking to the class. Are there any questions?" Several students make comments to which the teacher listens patiently. She then has the students return to their desks.

Teacher C has the students do an activity at their desks while she takes care of some paperwork. Several students use the bathroom without asking the teacher. She then asks the students at one table to carry their chairs over to the carpet and form a circle. They do so quietly and correctly. Teacher C praises them for a super job then has them carry the chairs back to their desks. She calls upon the other three tables to do the same and again praises them for correct behavior.

Teacher C then asks the students to return to the carpet sans chairs where they will continue their discussion of rules. She tells the students, "So far I am pleased with the way you have behaved. We are going to have a good year, I can tell." She asks the students if they remember the rules already discussed today. Someone mentions a school rule and the teacher acknowledges referring to the school rules posted on a bulletin board. She reads through these rules, letting the students discuss the rationale for each one. The teacher reminds the students that their parents received a copy of these rules prior to the beginning of school. Teacher C asks the students what were the things they discussed earlier about this class in particular. One student is called on and he mentions the correct way to carry a chair. Teacher C thanks him and writes on the chalkboard, "Carry our chairs carefully to protect us." She asks for other rules and several students raise their hands. Teacher C says "I like the way you are raising your hand, James, Carol and Paul. She calls on Jamie who volunteers, "Do not chew gum." Teacher C says that is a good rule and asks why students shouldn't chew gum. She calls on students who give answers such as, "You can't read well with gum in your mouth." Teacher C writes the rule on the board and asks for an additional rule. She calls on a student with her hand up and the girl says, "Don't run in the room." The teacher thanks the girl and says, "Very good. That's a part of our rule for walking correctly. Why is that important?" Another student is called on who answers that when you run you may bump into someone and knock him down. Teacher C elaborates on this a little and writes on the chalkboard, "Walk, don't run, in the classroom." Teacher C then tells the class, "So far I can see that you are going to the restroom just as I want you to go, one at a time, quietly, and without asking me."

CASE STUDY D

Teaching Procedures and Rules

Teacher: "Good morning. I am Mrs. D. I pronounce my name _____." She gives two alternate mispronunciations and has the class practice the correct way. She shares a riddle with the class and then tells the class that she is going to introduce them to their room. She points out a closet, labeled "Students' Closet." She says that she moved all her things to the closet next to it so that they could have this all to themselves. Teacher D asks what goes in the closet. Several say, "Coats, jackets, lunchboxes." She gives permission to those who brought lunchboxes to put them in the closet, and several do. Teacher: "What about my closet?" Lisa says, "We don't use yours." Teacher: "That's right. I won't bother your things in your closet and you won't bother my things in my closet. What does 'not bother' mean?" Several answer, "Leave alone."

The teacher walks slowly up and down the rows as she talks. She asks them to put their things in their desks. James hands her a small plant. Teacher: "Oh, thank you, James. How many know that I like plants?" Hands up all over the room. She takes it and puts it with others in the room. She tells them that this was her first year teaching third grade and that she had taught first grade before. She says that now that she has introduced herself, she wants them each to tell who they are and where they went to school last year.

After the introductions, the teacher says, "Let's take a few minutes to talk about our room. Sometimes we will share activities with Mrs. _____, but we will be here most of the time. She discusses the calendar, summer and September birthdays, and a large Happy Face the children will sign later today. She discusses watching TV, saying the students will watch from their desks, although those who can't see from there will come watch from the rug. She says, "You may keep your same seats tomorrow. It is nice to be able to sit by friends, but what do friends do sometimes?" Sally says, "Talk." Teacher: "Yes, sometimes they talk and disturb others."

Teacher moves to a bulletin board and tells them that one of the neat things about third grade is that they will learn their "times" and cursive writing and lots of other new things.

Valerie raises her hand and asks permission to pick something up off the floor. Teacher: "I like the way you raised your hand. You may be new to the school, but you really know the rules."

She points out Student Mailboxes and explains that they will be used later in the year. She moves to the book rack to explain that these books will have to be shared, so they have to be put back in the rack when people finish with them. She goes to the divider and explains that this is a divider between the two rooms and that it is sometimes closed and sometimes open. "If you open it when it is supposed to be closed, you will be looking into a room with 26 very surprised students and a very surprised teacher."

After explaining that the file cabinet is not to be opened, and that the listening station will be explained later, she says, "This is the most important place of all. What does it say?" Susan: "School rules." Teacher: "Right. These are not just my rules, or Mr. _____'s rules or the rules for just this class. These are rules that are meant for everyone in the school. They are school rules." Teacher explains the rules and reads each one.

The first one says No loitering in the halls or on the ramps. She asks what "loiter" means. Bev: "Litter." Teacher: "No, but it sounds like that." Chris: "Yell." Teacher: "No." She gives the answer and goes on to explain that when they are sent on errands to get things, if they stopped and visited, stayed away too long and generally fooled around, that would be loitering and that is what this rule means. She says that they should get back as quickly as they can. Ed asks what the ramps are. Teacher: "That's a good question." She points out the ramps on the outside of the building.

Rule 2 is Speak in a soft voice in the building. Teacher gives examples of soft and loud voices. The class laughs.

Rule 3 is Respect other people's space, body, and property. Teacher asks what "space" means. Susan: "People have their things." John: "Don't go in other people's desks." Teacher points out the area that is Susan's space and says, "Suppose someone is on the floor working and someone comes over and messes up or stomps on their things. That would be invading their space."

Teacher: "What is respecting a person's body?" Joe: "No hitting." Several others volunteer, "Pinching, kicking, biting, etc." Teacher: "That's right. You may not touch another person's body without permission. You may not touch my body without permission. One exception would be a love touch. You may touch me if it is a love touch and sometimes I may give you a love touch. If you don't want me to, just tell me, because I want to respect your body."

Rule 4 is Follow instructions of adults in the building. Teacher: "This should say 'all adults'." Teacher explains that if the custodian gives them instructions they should follow those, too. Bev asks permission to go to the restroom. Teacher: "I like the way she asked permission. This will be a good way to get into our bathroom rules. She has the class stand at their desks and stretch, then goes to each student at his desk and asks how they will be eating lunch today. She instructs those with money to put it way in the back of their desks. Then "I want to compliment Row 3 and Row 4 for being so quiet and for doing just what I asked."

She starts an introduction about bathroom rules. She says, "Third graders are big and they may go to the restroom when they want to without having to ask permission, but there are some rules we must follow: Try not to go in the middle of an activity we are doing, but if you need to go there are some important things to remember. First, to be sure no one is in there, knock three times. Like this (demonstrates knocking correctly), not like this (demonstrates too soft) or this (demonstrates

too loud). Just like this (again demonstrates correct loudness). Next, put your ear to the door, and if someone is in there they will say 'Just a minute.' You have to put your ear to the door in order to hear if someone says 'Just a minute.' Third, you must wait, but you do not wait by the door. You wait right here." She goes to a spot in the room and shows them where to stand. "If no one is in there you may go in. Now, fourth, if you accidently walk in and someone is in there because you didn't hear them say just a minute, say, 'Excuse me,' and come and stand out here. Shut the door, back up, and wait. Fifth, do you remember our rule about loitering? That means in the bathroom, too. If I find that you are staying too long, I will have to come in and get you. Boys, it might be a little embarrassing if I have to go in and get you." (Giggles. Teacher smiles.) "Sixth, now remember to flush the toilet after you have used it. Last year our restroom did not have a very good smell."

T snaps fingers. "Eyes here. Ed, what do I mean when I say 'Eyes here!'?" Ed says that means to look at her. Teacher: "That's right. James, let's listen. Thank you." She then explains that sometimes accidents can't be helped and if they do happen that they should be cleaned up in order to keep the restrooms clean. Ed needs to go, and Teacher says, "All right, let's see if Ed follows the rules." He does. Teacher explains that they may see into the next room on their way to the restroom, but they are not to wave or disrupt the others because that is their space.

Teacher then explains that when they come into the classroom in the mornings they may have their choice of silence or whispering. She says that when she says "silent" they are to stop their whisper choice and be silent. Teacher: "How are you to come into the room?" Joe: "Quietly." Teacher repeats and asks questions reviewing the rules. She asks Jimmy how they are to come into the room: "Sit and be quiet." Teacher: "What are your two choices for quiet?" Ron: "Silent or whisper." Teacher shows the class the bell and tells them what it is for. When she rings it just once, they are to freeze, zip their lips, and look at her. She says that she will never ring it unless it is to tell them something. She explains that it is a shortcut for her to get their attention and would save a lot of time. (She demonstrates this by showing how long it would take to call everyone down.) She rings the bell and they freeze. She explains that she won't ring it several times, just once. (Demonstrates) Teacher: "Now let's see wiggle worms. It's OK, I'm telling you to." They grin and wiggle in their chairs. Bell signal--all freeze. She compliments them on how well they did.

Now she explains the importance of pushing in the chairs--so they won't block the rows.

She goes on to a writing activity, and later rings the bell--all freeze. "Eyes on me until I'm through," she says. Then she says, "If your whisper voice is too loud it becomes a talking voice, and if it becomes a talking voice, we have to take away your quiet choices. Now, let me test your whisper voices." She goes very quickly to each child and gets very close to them and cups her hand over her ears to see. Each child whispers to her. This takes only about a minute and a half to get

to each child. She says to the class, "Everyone knows how to whisper, so there is no excuse if your whisper voice turns into a talking voice." The children then go back to work quietly.

Later she whispers to the class, "Mrs. _____, the teacher next door, thought we were gone, you are being so quiet." Later she hits the bell signal. She says, "Two people did not freeze, zip, and look. Stay with me until I am through. I want to ask your permission to look in your desks after school. This is your space and I need your permission to look in there. I have a brand new black marking pencil, and I can use it to mark your things with your name if you don't mind my going in and looking in your desks to get your things. If you do not want me to look in your desk, then please tell me, because I want to respect your space."

✓ CHECKLIST 2.1 ✓

Subjects Requiring Rules or Procedures for Student Behavior

Subject	Procedures for Students	Notes
I. Room Areas		
A. Student desks/tables and student storage area		
B. Learning centers/stations		
C. Shared materials, bookshelves, drawers, etc.		
D. Teacher's desk/ Storage areas		
E. Drinking fountain, sink, bathroom, pencil sharpener		
II. School Areas		
A. Bathrooms, drinking fountains, office, library, etc.		
B. Lining up procedures		
C. Playground		
D. Lunchroom		

CHECKLIST 2.1 (cont.)

Subjects Requiring Rules or Procedures for Student Behavior

Subject	Procedures for Students	Notes
III. Whole class activities/ Seatwork A. Student participation B. Cues or signals for getting student attention C. Talk among students D. Making assignments E. Passing out books, supplies F. Students turning work G. Handing back assignments H. Makeup work I. Out-of-seat policies J. What to do when seatwork is finished		

CHECKLIST 2.1 (cont.)

Subjects Requiring Rules or Procedures for Student Behavior

Subject	Procedures for Students	Notes
IV. Small Group Activities		
A. Student movement into and out of the group		
B. Bringing materials to group		
C. Expected behavior of students in group		
D. Expected behavior of students not in group		
V. Other Procedures		
A. Beginning of school day		
B. End of school day		
C. Student conduct during interruptions, delays, etc.		
D. Fire drills, etc.		
E. Housekeeping and student helpers		

Prescription 3 - CONSEQUENCES

Decide ahead of time the consequences of appropriate and inappropriate behavior in your classroom, and communicate these to your students. Then be sure to follow through consistently when a child behaves appropriately or inappropriately.

Rationale

In Prescription 2 you developed a set of rules and procedures. You now must decide on the consequences of observing or failing to observe those rules. With a reasonable set of consequences, your children's behavior will be guided by your rules and procedures; without consequences, your system will soon break down and you will be forced to spend large amounts of time dealing with deviant behavior.

Although children will often follow a rule or observe a procedure simply because they are asked to do so, eventually (and sometimes quickly) some incentive or reward is necessary to maintain the child's motivation. Likewise, an unpleasant consequence (or punishment) will be needed to deter violation of some rules. If you plan ahead of time what rewards and punishments you will use, and when you will use them, then you will be more confident of your ability to control your classroom. When you explain your rules and procedures, it is a good idea to indicate the consequences of those that are most important to your over-all management, because then the students will know exactly what to expect. Your students will realize that you "mean business," and they will have some understanding of why they should behave appropriately and why they

should avoid misbehaving. Finally, you must follow through consistently, using the appropriate rewards and punishments. When you do this you will establish your credibility and students will believe what you tell them. If you do not intend to use some punishment, don't threaten the children with it. If someone calls your bluff, you will lose credibility and forever after you will have problems getting adequate cooperation from your students. Remember, carrying out reasonable consequences in a consistent manner is kinder and more helpful to children than the confusing inconsistency which results when consequences are not carried out.

Some Guidelines

As you think about consequences, here are some things to keep in mind:

1. You don't need a special reward or deterrent for every rule and procedure, just those that you want to emphasize.
2. In most cases, the consequence of not following a procedure correctly should be to repeat it until it is properly done. Emphasizing appropriate and expected behaviors often results in compliance.
3. Not all children find the same things rewarding, so try to have some variety in your repertoire (e.g., praise and approval, privileges, and special activities may each appeal to different children).
4. As it is with reward, so it is with punishment: children do not all find the same things punishing. If you intend to punish, choose something that child doesn't like. For example, a note home may mean little to a particular child, but keeping him in from recess or P.E. until his work is completed might deliver the message effectively. Note, however, that if you have established a particular consequence for some rule violation, then you should stick with it.
5. Keep your system of consequences realistic and simple. If you have to give good conduct checks to each child who has behaved appropriately every 15 minutes, you'll be too busy using the system to get anything else done.
6. Let the punishment fit the crime: don't go overboard, or you'll have trouble justifying it and you may be reluctant to use it. Also, make certain your rewards and punishments are in line with your school and

district policy. It may be against policy to schedule a party on school time, or to keep a child after school if he/she rides a bus.

The following charts contain suggestions for rewards and punishments. Note that some require little or no effort or advance planning (e.g., a smile or a compliment), some require a moderate amount of effort or planning (e.g., posting good work, using stars or happy face stickers), and some require much effort or planning (e.g., a field trip or a piçnic). During the first part of the year you should concentrate on those incentives and deterrents that are easier to use and require less of your time. You should avoid any system that will place heavy demands on your instructional time or that will cause you to have extensive individual contacts with certain children during class time, because these will interfere with your ability to watch the entire class.

EXAMPLES OF THINGS MANY OR MOST STUDENTS ENJOY

AND THEREFORE CAN FUNCTION AS REWARDS

Easy-No preparation, Little effort required	Some effort and preparation required	Caution-Much effort, planning or advance information required
A smile	A happy face or star	A field trip, party, or other special group activity
Telling a child what you like about his/her work	A positive note to parents	Tokens which students can collect and "cash in" for privileges or special treats
A pat on the back	An individual award certificate	
A cheery note on an assignment	A reward time for games, free play, or favorite class activity	
Going first to lunch or recess or leading the line	Putting a child's name on a Superstar list on the board	
Being a teacher's aide	Special art activity prizes--such as pencils, erasers, etc.	
Best table or row goes to lunch or recess first	Pass for Library	
	Best table for the week eats lunch outside or in the room with the teacher	

EXAMPLES OF THINGS THAT WILL DETER MANY OR MOST STUDENTS

FROM UNDESIRABLE BEHAVIOR

Easy-No preparation, Little effort required	Some effort and preparation required	Caution-Much effort, planning or advance information required
Eye contact (maintain it until the behavior stops)	A short conference with the teacher	Being denied a major class treat such as a field trip
Asking the student to state the rule he/she breaks	Staying after school	A trip to the principal's office
Telling a child to stop the behavior	Loss of a privilege	Corporal punishment
Being last in line or waiting to go to lunch or recess	A call to parents	Behavior Modification program
Giving the child a chance to change seats if he feels tempted to misbehave	Not being allowed to play at recess	Behavior contract
Telling a child what you expect him/her to be doing	A negative note to parents	
	Isolation in hall or room	
	Being denied a regular class treat (e.g., trip to library, popcorn party)	

EXAMPLE OF BEHAVIOR SYSTEM WHICH SERVES TO REWARD GOOD BEHAVIOR AND DETER INAPPROPRIATE BEHAVIOR

Shoot for the Moon

Each child's name is written on a small construction paper spaceship. These space ships are lined up at the bottom on a bulletin board with a blue background and a few clouds. At the top of the bulletin board is a large round moon (green cheese with a face?) and the title "Shoot for the Moon." The teacher explains that certain behaviors will result in the movement of each spaceship closer and closer to the moon. These behaviors include successful completion of assignments and appropriate classroom and out-of-classroom behavior. For each appropriate behavior, the spaceship will move one inch closer to the moon. Likewise, for each inappropriate behavior (misbehavior in the lunchroom or on the playground, or assignment not completed), the spaceship will move away from the moon. Students who reach the moon will be rewarded. For young students, the reward can be simple: taking home a larger copy of the spaceship which has been laminated. For older students, the reward can be a popcorn party or special privilege. After reaching the moon, the spaceship returns to the bottom of the board to begin again. The teacher may set a deadline for reaching the moon, if there is a special goal at the end of that time.

While specific appropriate behaviors to be rewarded should be specified, the teacher may want to occasionally reward a student for being especially quiet or helpful. This can work well with students who are often in trouble and need to be rewarded often for good behavior. As long as it is reasonably equitable, students will allow this type of reward without feeling slighted. This system allows for concrete feedback on performance, both behavioral and academic, and gives immediate as well as delayed rewards.

Activities for Prescription 3

✱ Activity 1 Read the following case studies on the yellow pages, which describe the systems of rewards and deterrents used by three elementary teachers. You will note that the systems vary greatly in their elements and in the year-long demands they place upon the teachers. Nonetheless, all the teachers were effective managers. What is common to these teachers is that they all had a consistent set of responses (rewards and deterrents) for the children's behavior and they followed through in using the system consistently.

✱ Activity 2 Read the list of rewards and punishments (or deterrents) and check those that you could use.

✱ Activity 3 Re-examine your set of classroom rules and procedures and note, for as many of them as you can, the consequences to the students of following or not following them. In other words, what will happen--what will you do--if a child follows or doesn't follow the various procedures and rules. Keep in mind the following suggestions.

a. When you are teaching the children correct procedures your approval and encouragement will be very useful. In addition, privileges and recognition (e.g., stars) will help establish and maintain the behaviors. For example, you can give privileges (passing out papers, going to lunch first, etc.) to the children at the table or in the row which follows some direction best.

b. Children who do not follow some procedure should repeat it until it is correctly performed. Stress the expected behavior, not the incorrect behavior.

c. Rules that prohibit behavior generally need a specific deterrent. Thus, if you have a rule prohibiting hitting, pushing, or fighting, you should have in mind what you will do when this occurs (e.g., no recess or one hour detention after school). Be certain that you tell your students what will happen when the rule is violated. Then follow through when it happens!

d. Don't use a deterrent that is excessive in relation to the rule violation (e.g., you wouldn't send a child to the principal for speaking without permission, instead the child would be asked to wait his/her turn).

CASE STUDY E

Consequences--A Nearly Invisible System

Teacher E's class functioned smoothly and productively with evidence of only the subtlest, most inconspicuous consequences. The teacher only occasionally rewarded individuals or groups with public compliments. The teacher maintained a high level of student involvement through interesting, well-paced lessons and assignments with a high level of student success, and prompt return and feedback to students regarding their work. She dealt with inappropriate behavior by brief verbal correction of individual students or short private conferences with individuals inside the classroom. Often she would simply mention what the student should be doing if all the rest of his/her work was finished. Punishments she used were keeping a student in during recess or putting a student's desk in the hall outside the door. Teacher E made extensive use of telephone contacts with parents to inform them of their children's progress, and particularly to identify when a student was slacking off. She did this frequently during the first few months of the school year, with long-lasting results.

CASE STUDY F

Consequences--A Moderate System

The consequence system used by Teacher F centered on weekly treats, usually given on Fridays. Treats varied each week--children were allowed to play a game outdoors, have cookies, or do some unusually exciting activity. During the week the names of students who misbehaved were listed on a special place on the chalkboard. A student whose name was listed twice in a week was denied the Friday treat. Other deterrents used for individuals were making the student stand briefly out in the hall and delaying dismissal of students not finished with their work or necessary procedures. Other rewards included star badges or (occasionally) special award certificates, praise and compliments, and letting quietest groups line up first.

CASE STUDY G

Consequences--A Complex System

Teacher G used a variety of strategies, some simple and some elaborate, for encouraging appropriate behavior in his third-grade class. Throughout the year he used a system in which the class as a whole earned blue chips for good behavior and red chips for poor behavior. If the monthly goal for total number of blue chips was reached, the class was rewarded with a treat or special privilege. Goals and rewards escalated during the course of the year, beginning with a class party at the end of the first month and culminating in a trip to Six Flags. During each day blue chips were dropped into a container for various appropriate behaviors--two for good behavior during the time a visitor was in the room, ten for each satisfactory cleanup, one for each student who at the end of the day had completed all of his or her contract work, and so on. Red chips were dropped into another container for excessive noise, trashing the floor, bad behavior on the way to lunch, or other transgressions. Shaking the can which contained the chips was often used to signal that there was too much talking or misbehaving and that failure to get quiet would result in another red chip. At the end of the day red chips were counted and that many blue chips were deducted from the blue chip collection.

In addition to the chip system this very effective teacher complimented good workers aloud, sometimes let best-behaved or best-prepared students line up first, put names of especially cooperative students on the board under a "Superpeople" title, and awarded happy faces to students who did all of their work that day. For deterrents, he made an unruly student wait for him at a special desk near his, held conferences outside the room, dismissed students one or two minutes late, asked transgressors to state the rule or proper procedure, or stopped an enjoyable activity until individuals or the class corrected their behavior.

Prescription 4 - TEACHING RULES & PROCEDURES

> Include in your lesson plan the sequence in which rules or procedures will be taught on each day, when and how they will be taught, and when re-learning or practice will occur. Plan to teach those rules and procedures first that are needed first.
>
> Teach your rules and procedures systematically. Use a) explanation, b) rehearsal, c) feedback.

Rationale

The set of rules and procedures needed to manage a classroom is complex and lengthy. Not only must the children learn many different behaviors, they must be able to discriminate specific times when the same behavior is acceptable or not acceptable (e.g., sharpening a pencil is all right during independent seatwork but not during whole class instruction). Children should not be expected to learn all of the rules and procedures during a single presentation, any more than we would expect that a series of interrelated arithmetic concepts or a set of spelling rules would be perfectly comprehended after a single session. Teachers must treat the learning of the procedures and rules in as much detail as they do any other content. Think of it as a month-long unit of instruction, in which the long range goal is learning "going-to-school" skills.

Guidelines for Teaching Rules & Procedures

Learning rules and procedures is no different from learning other types of content. Therefore, teaching procedures that are generally useful for improving learning should also be useful during the acquisition

and maintenance phases of learning rules and procedures. The important thing to remember is that a single presentation of a procedure may not be adequate for student comprehension or continued use of the procedure. What you must do is use as much time and as many different methods as are necessary for the students to acquire the behavior.

To teach a unit successfully you have to approach your long range goals in a step-by-step manner. After identifying what the children already know and what they must learn, you then divide it into chunks or parts that are learnable in single sessions. These parts must be properly sequenced when you teach a concept to children: you provide concrete examples, have them practice the skill, and arrange for feedback. At all times you watch for examples and point them out to the children. If a child makes a mistake, you correct it and have him practice the appropriate behavior. These things must be done to teach the rules and procedures.

Several steps are needed to teach a procedure.

a. Explanation. A verbal presentation by the teacher to the children. Good explanations usually include definitions in concrete terms, reasons for rules or procedures, and demonstrations of correct procedures. If a procedure is a complex one for the age/grade level, then you should present the task in a step-by-step fashion, making sure after each step that the students have performed it correctly. If a cue or signal is going to be used as part of the procedure, it too should be presented, explained, and demonstrated.

b. Rehearsal means practicing the behaviors associated with a procedure. It serves two purposes: it helps children learn the appropriate behaviors and it allows the teacher to determine whether students have learned the procedure or whether they need further explanation, demonstration, and practice. It is a good idea to rehearse all activities and procedures that are complex or that are to be performed by the whole class (e.g., lining up, getting ready for reading groups, fire drill). Be certain to rehearse appropriate responses to cues.

c. Feedback. After the students have participated in a procedure, it is desirable to give feedback, or information concerning how well or how poorly they have followed your instructions. If the first run-

through is unacceptable, you will want to review the procedure, give your expectations, and state what went right and what went wrong. The review may include both a re-explanation and a rehearsal (Steps a and b). By doing this, you let the students know you have high expectations for their behavior, i.e., that you expect perfection. On the other hand, if the first attempt at a procedure is successful, students should be told how pleased you are with their behavior. Any things that went wrong can be mentioned, but stress should be put on positive behaviors as well. During the rest of the school year, feedback and reteaching should be done periodically when appropriate. Be sure to praise students when they do well--let them know that you appreciate their efforts.

Important Note

After long breaks from school such as those at Christmas and spring break. students may appear to have forgotten the rules and procedures. It is especially important to watch for confusion and failure to comply with rules and procedures after these breaks. You will probably want to use a combination of review of procedures and frequent feedback to get students back into the habit of following your rules and procedures. If you see problems developing at any time of the year, go back through the review/practice/feedback steps.

You have already performed the first steps, namely the identification of the desired rules and procedures in Prescription 2 and the consequences in Prescription 3. The next steps are to decide which procedures or rules should be grouped together for instruction, and prepare a lesson plan that follows the sequence of those rules and procedures you have decided upon. The guiding principle in developing the plan is to think in terms of how your children and you will encounter the school, the classroom, and its activities: teach first those procedures needed first. Avoid overloading children with information not relevant to their or your current needs.

Activities for Prescription 4

❁ Activity 1 Two case studies (Teacher C and Teacher D) of teaching rules and procedures were presented on the yellow pages following

Prescription 2. Re-read them, noting the sequences followed by the teachers in presenting their procedures to the children. Note how the rules and procedures are mixed with academic activities Note also how and when cues are taught.

● Activity 2 Refer to your blue checklist of rules and procedures from Activity 2 for Prescription 2. For each major set of rules and procedures, make a note on the checklist of when you would be likely to first teach the rules or procedures. You should plan to present school and classroom rules early on the first day after you have introduced yourself and after all or almost all your children have arrived. Present procedures for bathroom use, pencil sharpener, drinking fountain, and getting your (and their) attention early the first day. Then, sequence the procedures so that you teach them before they are needed. For example, practice lining up properly just before recess or lunch, if that is the first time lining up is needed. Teach how you want children to put a proper heading on their paper when they first do it, etc.

● Activity 3 Read case studies H and I on the yellow pages following this set of activities. These describe how two teachers taught some procedures to their classes. Note the use of explanation, demonstration, cues, rehearsal, and feedback.

● Activity 4 Look over your list of rules and procedures (blue Checklist 2.1) and note how you will teach each one. Decide which ones you will demonstrate, rehearse. use cues with, etc. As a reminder, you can make notes in the column headed "Notes."

CASE STUDY H

Teaching a Procedure

Description	Comments
Teacher H tells her class that they only have 6 1/2 hours in a school day and there is so much to learn. As a result she keeps a strict time schedule and she expects her students to move quickly and quietly from one activity to another. Teacher H shows the students a kitchen timer and makes it ring. She tells the students that this will be a very important signal. When this bell rings the students are expected to put away the materials they are using and move to the next activity as quickly as possible. For instance, after reading the teacher will ring the bell signalling that students are to put away their reading materials as quickly as possible. All students are then to move quietly to the rug where they will have a Spanish lesson. The teacher asks if there are any questions. No student raises his hand, so the teacher says she would like them to practice. She notes that the students have paper and pencil out on their desks, that they have been using to write a story. Teacher H says she will give them time to finish the story later on in the day so they should put their materials in their desks and come quickly to the rug when they hear the bell. At this point, the teacher rings the bell. Students immediately begin putting away their materials and moving toward the rug. Several students line up to get drinks of water and one goes to the bathroom. When everyone is on the rug in a circle around the teacher, she refers to the clock on the wall, saying that it took the students three minutes to put their materials away and get to the rug. She tells the students that they are third graders now and are capable of moving faster than that. She adds that they should be seated on the rug in a circle in one minute, that it was not time to use the bathroom or get a drink of water except in an emergency. She asks the students if they understand. The students all nod solemnly. Teacher H then instructs the students to return to their desks, take out their paper and pencils and get set to practice again coming to the rug. Students go quickly back to their desks, taking out their materials. When all are situated, Teacher H rings the bell and students again put away their materials, go to the rug, and sit in a circle. After all the students are settled, Teacher H smiles and thanks the students for doing a super job, that it had only taken them one minute four seconds to get to the rug.	Rationale Cue and Explanation Rehearsal Cue and Rehearsal Feedback Cue and Rehearsal Feedback

Case Study I

Teaching a Procedure

	Description	Comments
	In preparation for having the children write a brief account of their summer, the teacher teaches them the kind of heading he will require on all written work. In his plans he has detailed these steps.	
	On the front blackboard Teacher I has printed a sample heading for students' papers. He points to it, explaining to the students that he expects this heading to be on every assignment	Demonstration
Step 1	they do. He then points to the top left-hand side of the sample page and says that the students should write their names there. He	Demonstration
	explains that he cannot recognize handwriting yet and therefore wouldn't know to whom a paper belongs if it didn't have a name on it.	Rationale
Step 2	Teacher I then points to the line below where he has written "Reading." He explains that this line is actually for the subject of the assignment and will change when the students do an assignment in another subject such as math, spelling, science, or language arts.	
Step 3	On the right hand side of the first line, students are told to put the name of the school. The teacher has written Smith Elem. here. He explains that she has abbreviated or shortened the word elementary so that it will fit more easily on the line. Then he repeats the word "abbreviate" and defines it.	Rationale
Step 4	Under the school name, students are instructed to put the date. Here the teacher points out the calendar they may refer to in the future for the date. Teacher I then asks the class if there are any questions about the heading. When	
	there are no questions, Teacher I tells the students to take out one sheet of paper and a pencil and put the correct heading on the paper.	Rehearsal
	Teacher I then circulates around the room checking to be sure that all students are doing the heading correctly.	Feedback

Prescription 5 - BEGINNING OF SCHOOL ACTIVITIES

Develop activities for the first few days of school that will involve the children readily and maintain a whole group focus.

Rationale

During the first few days of school, your children will begin to form work habits, attitudes, and behavior that will shape the rest of the year. It will be much easier to sustain a high initial level of on-task involvement than to try to alter a beginning pattern of off-task, uninvolved behavior. In addition, most children return to school wanting to succeed, and some are apprehensive about what will happen. If you plan initial activities that they enjoy and can do successfully, you can establish your role as an expert teacher by giving them confidence that they will do well in your classroom. Avoid highly complex tasks, because you will not yet know your students' work level, and you may not be ready to give them extensive help. Dead time should be avoided because it invites rule-breaking.

The term "whole group focus" means presenting information and directions to everyone in class at the same time and giving all students the same assignments. Do not try to work with small groups yet! You cannot begin to meet students' individual needs until you have all had time to get acquainted, get settled, and get organized.

One advantage of a whole group focus is that it is easier to watch the children and to see what all of them are doing. Thus you can prevent or stop inappropriate behavior immediately and help the students stay on-task. Another advantage is that it involves less pupil movement and fewer procedures Consequently it will be easier for you to give clear directions and to avoid confusion. Finally students must learn many procedures and rules on the first few days, and it is important that they learn to follow these appropriately When you are confident they have learned the initial procedures, only then introduce additional procedures necessary for small group or individualized work.

Things to Do for the First Day

While the first day of school is a difficult one, you can take steps to make it as pleasant as possible. You want your students to feel positive and successful, and you want to avoid being overwhelmed by things to do on the first day. The keys to a successful start are to be prepared and to be organized. To help, we have provided a list of things to do to get ready for the first day. Many of these details have been included in prior activities, so they are listed here to organize them in one place.

a. Have your room ready with furniture arranged, supplies on hand and stored, and equipment in good working order (see Prescription 1, Checklist 1).

b. Look over your outline of activities for the first day. Be sure you have all necessary materials and supplies on hand. ready to be used, for each activity.

c. Prepare student name tags ahead of time. Have extras on hand for unexpected students. Decide how you will distribute them and how they will be attached. (See Prescription 1, Activity 1.)

d. If your school does not send a letter to the parents, prepare one yourself (see sample following the Activities), informing them of school hours, lunch time, necessary school supplies. how and when you are available for conferences, and other pertinent information. You can give this to the parents when they bring their children or send it home with the children.

e. As much as possible, have ready all the necessary paperwork for the first day. That way you will be taken away from the students as little as possible.

f. Have prepared a list of rules and procedures for your clasroom. Be prepared to teach them to the children. (See Prescription 4)

g. Prepare a little "morning ritual" to start each day. For example: Pledge the Flag, sing a song, do bend and stretch exercises, go over the calendar and menu for the day. Such a "warm-up" is not only a pleasant start for the day but also gets the children's minds "in gear." It's routine and predictable and lets the children know that it is now time to get down to work.

h. Likewise, prepare a "wind-down" for the few minutes before the end of the day. This could be no more than straightening desks, picking up and putting away and getting things together to go home. These little routine "warm-ups" and "wind-downs" set a tone of unity and working cooperation for the classroom. Pretty soon the children will know just what to do to begin and end their day--even without you--and children like that!

i. Have on hand some very easy dittoes for the class to work on the first day (or later in the week) should you need a time filler to avoid dead time.

j. Get a good book to read to the children. Reading to them for 10 minutes after lunch or before the dismissal bell is a good "wind-down" activity. If you are not sure of a good book for your grade level, ask the librarian or another teacher for some recommendations.

k Have a repertoire of simple games that can be played in the classroom. such as 7-Up, Black Magic, etc.

l. Have a few songs the children will enjoy singing--that they already know or will learn quickly. If you're not musical. use a record player and a good children's album.

m. Add any ideas of your own.

Activities for Prescription 5

❁ Activity 1 Read Case Studies J, K, and L on the yellow pages at the end of this prescription. They contain brief chronological descriptions of the activities used by three effective elementary school teachers on the first day of school. Points to notice:

1. The time spent on each activity varies.
2. A variety of activities is used.
3. The amount of physical movement varies in the activities.
4. Activities chosen allow all children to be successful.
5. Breaks for music or exercise are used when needed.
6. Focus is work-oriented but not difficult or complex.
7. Dead time is avoided; faster workers go on to new activities
8. A whole group focus is maintained.
9. Teachers increase motivation by communicating excitement about the things the children will learn during the school year.

❁ Activity 2 Talk with several teachers who have at least two years' experience at or near your grade level. Ask about their activities during the first few days, and their sequence of activities on the first day. Teachers are often willing to share handouts and ideas

❁ Activity 3 Prepare an outline of your activities for the first day of school. Keep the following ideas in mind:

a. Choose activities with these characteristics:
    1. All children can accomplish them
    2. Dead time is minimized
    3. Activities are presented to the entire class as a group
    4. Long periods (i.e., several minutes) spent with individuals are avoided.
b. Include time for teaching and rehearsing rules
c. Remember that the time for an activity should include time for teaching the procedures associated with that activity. For example, for seatwork the children need to know:
    1. How they are to get the papers to work on
    2. What type heading to use
    3. Specific directions and objectives for the particular assignment
    4. How much time they will have

5. What to do with their papers when they finish
6. What to do after they have turned in their papers or finished their work.

d. If you repeat an activity, describe the procedures again. Not all children will remember what they are supposed to do.

e. Plan more activities than you expect to need. Extra activities available as fillers help prevent dead time.

When you have completed your plans, review them with another teacher, such as the earlier identified "good manager," or another teacher at or near your grade level. Ask for feedback and suggestions for improvement.

● Activity 4 Use Checklist 5.1 to note what things you need to do and to check off those which are ready.

Sample:

August 28, 1978
Carroll School (456-7890)
Mrs. Betty Douglas, Principal

Dear Parents:

Welcome to Third Grade! It's a pretty exciting year and I am looking forward to working with you and your child. Just a couple of things to start the year off right.

School sta s at 8:00. Students are expected to be in the room by 8:00. Bus informa ion is attached. School is out at 2:30 and unless otherwise arranged, it is expected that your child will go directly home.

We eat lunch at 12:00. Please feel free to come and eat with us some day. It's quite an experience and the kids love it. If your child was part of the free lunch program last year, he or she will receive the same, but you must complete and return the forms that will be sent home during the first week. Milk is 10¢ and a hot lunch is 50¢. Be sure tops are on thermoses.

My conference hours are 2:30 to 3:30 each afternoon. I like being notified of visits, but please drop by if necessary. If your work schedule prevents you from coming after school, we can arrange an early morning conference. Don't hesitate to call me at home, best between 6:30 and 8:30 in the evening.

Your student's supply list is attached. It includes 2 number 2 pencils, a box of 24 crayons, a ruler, 2 regular rule (Not college or primary) spiral notebooks. I would also like each student to have a set of 8 water colors if possible, but it is not required.

I hope this is the beginning of a great school year. I am looking forward to meeting every one of you.

Un Buen Ano Nuevo!
Angela Dominguez, Room 110
(home: 438-7709)

CASE STUDY J

First Day, Primary Grade

Time	Description	Activity
8:00-8:15	The teacher greets the children as they enter, helps them put on their nametags, and has then take laminated name strips to a desk. When most of the children are in, she calls roll, checking her pronunciation of names, instructing them in how to answer, and smiling at each one as they respond.	Greeting students
8:15-9:00	The teacher introduces herself and tells a little about herself. She has the children take turns introducing themselves, each telling something they like.	Introductions
	She then walks around the room, describing things in the room. She introduces the helper chart which is titled "Helping Hands." She says she will draw the children's hands later, put their names on them, and use the hands in the helper chart. She briefly explains the duties of the different helpers. She discusses bulletin boards, including a calendar, and mentions things they will learn. For example, one bulletin board has a picture of a large box of crayons with large crayons falling out, with the color word printed on each crayon. Another bulletin board is blank, and the teacher points it out with enthusiasm, saying this is where they will be able to put up their own good work.	Describes the room and bulletin boards
	She discusses the rules that are posted: 1) Speak softly; 2) Walk in the room; 3) Finish your work. She has the children give examples of soft and loud, etc., as well as reasons why each rule is important. She also discusses the stop and go signs beside the door and explains how to turn them around when going to the restroom.	Discussion of rules and procedures
9:00-9:30	She introduces the LOMS lesson. She goes over the instructions, being sure she has each student's attention, and passes out papers for them to practice making M. She demonstrates on the overhead projector, and circulates around the class as they work, helping a few here and there.	LOMS structured lesson
9:30-9:40	She takes up the LOMS papers and has the children stand beside their desks for a brief stretching and bending exercise.	Exercise break
9:40-10:10	She discusses with the children how to come up and sit on the rug and then has them come up. They	Story record, ...ngs

Time	Description	Activity
	listen to a story record, then sing familiar songs and learn one new one.	
	They discuss some things they did during the summer that they enjoyed.	
	The teacher holds up a sheet of white paper and explains that they are going to find pictures of things starting with M. She demonstratres how to fold it into four sections and how to write a capital and a small M in a corner of each section. She shows them a stack of magazines she has at hand and goes through one having them tell her names of things pictured that begin with M. She says they will cut out one M picture to glue into each section, and when they finish they can use the other sheet of paper she gives them to draw a summer activity they enjoy. She tells them to be sure to put their names on the backs of both papers, telling them that they can copy from their name strips if they need to. She then has the children repeat the instructions back to her.	Introduction of reading readiness activity related to LOMS lesson
	She says she will let them go to the bathroom while they are working on their papers, and she reviews the procedures they will use. Still on the rug, she hands each child two sheets of paper and a magazine. When the children are all at their desks fixing their papers and looking through the magazines, the teacher passes out glue and scissors, reminding them to use just a little bit of glue at a time.	Review of restroom procedures
10:20-11:00	As the students work on their pictures, the teacher lets them go to the restroom, one boy and one girl at a time. She walks around checking and helping. As children finish, she checks their papers and puts a happy face on them.	Reading readiness activity
11:00-11:09	The teacher shows the students where to put their glue and scissors (reminding them to be sure their glue is tightly closed), and she has one child pass the trashcan and another take up the magazines. She takes up their papers herself.	Cleanup, discussion of lineup procedures
	When the students are again settled, she explains the next series of activities and discusses the procedures for lining up.	
11:09-11:28	She has them line up for an outdoor play period, and they leave.	Recess

Time	Description	Activity
11:28-11:40	The children return and work on their pictures of summer activities. The teacher goes to a few who have sparse drawings and gets them to talk about the activities in more detail by asking questions to jog their memories. She lets them go one at a time for water as they work.	Drawing
11:40-12:47	She gets the children ready to go to P.E., reminding them about how to line up and walk in line. After P.E. they go directly to lunch.	Lining up
12:47-1:08	The teacher has the children put their heads down for a rest break, and she lets them go one at a time to the restroom, washing their hands when they return.	Rest break
1:08-1:25	She calls them by tables to come up to the rug for a story, pointing to the tables as she calls their number.	Story
	When the story is finished, she holds up several papers they are going to do to make a booklet to take home. They will start it today, do a little tomorrow, and finish it Friday. (The title page is "My First Week at School." Next page is "See my hand," on which they are to draw around their hand; next "Draw me," on which they are to draw themselves; and then "Draw the teacher.") She discusses each page and tells them to put their name on the frount page and says their pictures of summer activities will also go in. She gives each student the title page of the booklet to illustrate and put their name on and the pages on which to draw their hand and themselves. They return to their seats as they get their papers.	Introduction of booklet
1:25-1:44	When she has given all the children their papers, the teacher walks around overseeing their work. She takes a stack of colored construction paper with her and lets each child choose a color and draw their hand on it for the helpers chart. She continues to monitor the class throughout this process.	Work on booklets
1:44-2:11	The teacher instructs the children to put away everything but their pencils. She discusses numbers with them, having them count together and identify numberals as she points to them on a front bulletin board. She passes out two follow-the-dot sheets and reminds them to put their names	Math

Time	Description	Activity
	on the line before doing anything else. She walks around as the children work and checks papers as they finish. After she has checked them she tells them they may color the pictures they have made.	
2:11-2:16	She has the children put their papers in the center of their tables, and she collects these as the children put up their pencils and crayons. She reviews the day's activities by asking, "If your mom and dad asked you what you learned today or what you did, what would you tell them?"	Review of day's activities
2:16-2:25	She starts getting the children ready to go home. She tells them to put all materials, including their nametags, into their desks, and she returns their LOMS and M papers. She shows them how to put their chairs on their desks so they won't fall. The children do this, and she compliments how well they did it and has them do it again, trying to be quiet she cannot hear them with her eyes closed.	Getting ready to go home
2:25-2:30	She reminds the children how to line up and calls bus children first.	
	Then she leads them out of the room.	

CASE STUDY K

First Day, Intermediate Grade

Time	Description	Activity
8:00-8:07	The teacher is standing at the door greeting each child and instructing him/her about where to pick up their nametags and sit.	Greeting the students
8:07-8:40	After she introduces herself, and the class has practiced her name, the teacher explains various areas of the classroom (the sink and TV areas, bathroom, and closets). Included in this explanation are the uses for each area and the appropriate behavior in each area. Students are thereby made aware of the teacher's expectations before any misbehavior has had a chance to occur.	Introduction to the room
8:40-8:55	The teacher next explains each bulletin board. The bulletin boards all have a function and contribute to first day organization and activities. The first is a calendar with student birthdays; the class sings Happy Birthday to those students who have birthdays during the summer months. Another bulletin board lists some major things that will be learned in this grade; another contains class rules.	Explanation of the bulletin boards
8:55-9:35	Each rule is discussed and students are called upon to provide behavioral examples. Students are told to stand up and stretch or wiggle in their seats for a few minutes when the teacher appears to be losing their attention. Before 1 1/2 hours have passed the students are familiar with the teacher, the classroom, and appropriate behavior in the classroom. The next step is to familiarize them with each other: each student introduces himself/herself and tells where he/she went to school last year.	Discussion of the rules Students introduce themselves
9:35-9:45	Teacher then gives herself some idea of the students' "going to school" skills, by using an activity that provides the students with practice in following the rules. Each row of students is numbered and asked to perform a different activity (sharpen pencils, sign name on poster, or get a piece of paper from the sink) one row at a time. Each of these tasks is reassigned to different rows until all students have performed all tasks. The teacher now has obtained a quick assessment of writing skills, ability to follow directions, and self-control (talking was forbidden) in 10 minutes.	Practicing tasks in groups

Time	Description	Activity
9:45-10:12	Students are asked to copy (on the paper they have just picked up) sentences as the teacher writes them on the board.	Copying sentences from the board
10:12-10:57	Students are told to draw a picture of something they did during the summer on the back of the paper with sentences, while one row at a time is called to a corner of the room and a crossword puzzle is explained to them. After they are done with the drawing, they are to finish the crossword puzzle. Throughout this procedure the focus remains on whole group activity. Directions are given to rows only after the whole class is involved.	Coloring & Explanation of crossword puzzle
10:57-11:04	Teacher gets the students' attention and has them practice the correct pronunciation of the music teacher's name, and teaches them a simple song, helping them by illustrating the words pictorially on the chalkboard.	Preparation for music
11:04-11:37	Students line up for music one row at a time and file out of the room to music class.	Music class
11:37-11:57	Students return to the room and are given additional time to finish the crossword puzzle. Individuals are allowed to use the bathroom, wash their hands, and pick up their lunch boxes.	Finish activity and prepare for lunch
11:57-12:32	Students go to lunch.	Lunch
12:32-12:50	Teacher has the students come to the rug to listen to a story (and calm down). Teacher has a felt board set to be used to illustrate the story she is reading.	Story
12:50-1:30	Teacher has students return to their seats and she passes out Bingo cards. Teacher gives complete instructions and then proceeds to call out the numbers. Students who win have their names written on the front chalkboard.	Bingo
1:30-1:50	After all of the Bingo cards and materials are collected and put away teacher has the students line up by rows and leads them to the playground for a brief recess. Teacher organizes a game of kickball, using a system of appointing members to teams for expediency and fairness.	Recess

Time	Description	Activity
1:50-2:00	Students have filed quietly into the room and sat down. Teacher shows the students what books they will be using and passes them out. She tells the students to check through them for marks or torn pages, then stack them neatly on the front right corner of their desks. She will copy down the numbers after school.	Introduction to books
2:00-2:15	Teacher does a brief review of the rules, discussed earlier. She asks the students questions about rules and procedures and is careful to call on only the students who raise their hands. Teacher then passes out a list of materials students will need to bring to class tomorrow. As she reads down the list, she holds up a sample of each item.	Review of rules and discussion of materials
2:15-2:20	Teacher explains her "hourglass system." She holds up an egg timer, explaining that it takes three minutes for the sand to run through. Every day the students would have three minutes to prepare to leave the room. This would include putting nametages in the mailboxes, cleaning up around the desks and other parts of the room, picking up lunch boxes and coats (in the winter), and putting chairs on top of desks. If they "beat" the sand, she would dismiss them before the other two same-grade classes. If not, she would keep them until after the other two classes had been dismissed. In any case, when she dismissed them she would do so by calling on the quietest and best prepared row to leave first.	Explanation of leaving procedure
2:20-2:23	Students do housekeeping chores while sand runs through the hourglass.	Getting ready to go
2:23-2:25	Students are called by rows to line up at the door. When all are lined up, Teacher thanks the students for lining up so quietly and for a good day in general. She tells them she is really looking forward to a good year.	Lining up to leave and teacher feedback

CASE STUDY L

First Day, Upper Grade

Time	Description	Activity
8:00-8:40	Because Teacher L knew his students would be entering the room at different times at the beginning of the morning, he planned a drawing activity (draw yourself and your family) first. While most of the students drew, he was able to greet and settle stragglers, dispatch parents, monitor the room, call roll, and present washroom procedures.	Beginning activity
8:40-9:05	The class took a washroom and water fountain break outside the room. The teacher allowed extra time for teaching all needed procedures.	Break
9:05-9:55	When they returned, the teacher presented and discussed rules and procedures with the children, asking them to contribute rules and discuss rationales. They practiced lining up and walking to the cafeteria and back.	Rules and Procedures
9:55-10:21	Back in the classroom, books were distributed and the teacher had to record book numbers. During this process, the children worked dot-to-dot puzzles.	Book distribution
10:21-10:32	Then, led by the teacher, students read and pronounced spelling words for te.. minutes.	Spelling
10:32-10:50	The class did some dance movements to music on a tape recorder.	Dance
10:50-11:10	There was a twenty minute recess on the playground.	Recess
11:10-11:25	When they returned, children had a snack of crackers and peanut butter. While they ate, the teacher reviewed rules and procedures presented earlier.	Snack/Review of rules
11:25-12:00	He began a simple review arithmetic activity in which students worked simple review problems she put on the board. Some students finished early. The teacher had individual arithmetic work cards ready for these children to use.	Arithmetic
12:00-12:10	The class lined up and took a washroom and fountain break to prepare for lunch.	Getting ready for lunch
12:10-12:45	Lunch	

Time	Description	Activity
12:45-1:15	The class filed out to the playground together for organized games until 1:15.	Games
1:15-1:20	Five-minute drink and washroom break	Break
1:20-1:30	On their return to class, students rested with their heads on their desks for ten minutes.	Rest
1:30-1:50	The teacher called the class by tables to bring their chairs to the reading corner, and he read them a story. After the story, students were called on to discuss the characters and retell much of the story in their own words.	Story
1:50-2:10	Students were told to return quietly to their desks and were then complimented on how well they followed directions. The teacher distributed lined paper, and showed students how to head them for a writing assignment. Their special writing activity for the first day was to write the names of all the students in the class. As each student told his or her name, the teacher wrote it on the board and led the class in pronouncing it. When the list was complete, students were told to copy it neatly on their own paper. The teacher circulated and monitored, then announced to the class that when each child was finished, he or she should bring the writing assignment to the teacher at the art table and pick up some modeling clay there.	Writing
2:10-2:25	Most of the students were working with clay at their desks by 2:10. The teacher spoke with students as they worked and admired their creations.	Art
2:25-2:30	At 2:25 he stopped the activity, directed students in putting away clay and getting ready to leave. When all were back at their desks and quiet, he spoke briefly to them about how glad he was to have all of them in his class. He mentioned some of the exciting things they would be learning in his class that year. He dismissed them at 2:30.	Cleaning up

√ CHECKLIST 5.1 √

Things To Do or To Have On Hand For the First Day of School

Subject	Check When Complete	Notes
A. Is the room ready?		
1. Furniture		
2. Supplies		
3. Equipment		
B. Lesson plan for the first day (including necessary materials)		
C. Student nametags		
D. Letter to parents		
E. Paperwork out of way		
F. Rules and procedures		
G. Morning routine		
H. End of day routine		
I. Easy dittoes		
J. A book to read to the children		
K. A few simple games		
L. Some children's songs		
(Add anything not listed above)		
M.		
N.		
O.		
P.		

Prescription 6 - STRATEGIES FOR POTENTIAL PROBLEMS

Plan strategies to deal with the potential problems which could upset your classroom organization and management. Be especially aware of things which could interfere with your monitoring or otherwise teach students bad habits.

Rationale

Some situations may arise which would be both difficult to handle and time consuming, such as problems that divert your attention from your whole class or require you to leave the classroom. Unexpected problems are especially likely at the beginning of the year, when you have least time for them! The first few weeks are your best chance to establish yourself as an unflustered and competent classroom leader. Your physical presence and full attention are needed for you to give information and feedback and set limits. If you are out of the room, uncertain about how to respond, or involved with paperwork, your students may fall idle or misbehave, and may lose some of their respect for your authority.

Identifying Potential Problems

The chart on the following pages lists some of the potential problems you may face in the first days of school. Some planning strategies are suggested to help you avoid trouble and maintain a smooth-running classroom.

Condition	Likelihood	Suggested Procedure
1. Interruption of your teaching from office staff, other teachers, parents, principal, custodians, etc.	common	a. Ask the interrupter into your room and face your children as you talk with the person. b. If the interruption is likely to last more than a few seconds, give your children something to do before continuing the conference. Let the interrupter wait, not your class. c. Teach your students what to do when interruptions occur (e.g., free reading, no talking).
2. One or more students arrive very late on the first day.	common	a Greet them warmly, as you did the other students. b. Tell them you will talk to them about what they missed as soon as you can, but that now they must wait in their seats. c. When you have the total class involved in some seatwork activity, meet with the late arriving children to explain any rules and procedures they might have missed.
3. One or more children are assigned to your class after the first day.	common	a Try to arrange a meeting with them before they come (e.g., just before school). b. If you can't meet ahead of time, use the first available opportunity to explain rules and procedures. c. Appoint a "buddy" who knows and follows procedures to teach the new student rules and procedures.

Condition	Likelihood	Suggested Procedure
		d. Monitor new students carefully to help them learn appropriate behavior from the start
4. The school or district office requires large amounts of paper work to be completed by you during the first week or two.	common	a Do as little of this as possible during class time. Plan to spend extra time after school and arrange your personal schedule to accommodate it. It will pay off in the long run in reduced tension.
		b. If you must do clerical work during class time, make sure the children are engaged in a seatwork activity.
5. One of your students has a handicap that seriously interferes with his/her ability to understand you or to follow directions.	occasional	a. Before school starts, check your children's files. Talk to the child's resource teacher to determine what the child is capable of doing and plan how to best educate the child. Talk to the child's teacher from the preceding year about what to do -- and what to avoid -- to work well with the child.
		b. If you suspect an undiagnosed problem, talk to the resource teacher, principal, or to special education supervisor about what to do.
6. A child becomes very sick in the classroom or is injured on the playground.	rare	a. Phone the office or send a messenger requesting someone to come to get the child.
		b. Do not leave the child unattended.
7. A child is completely uncooperative and uncontrollable	rare	a Phone or send for help.
		b. If possible, isolate the child from the rest of the class.

Condition	Likelihood	Suggested Procedure
		c. If a child becomes violent or hysterical leave him/her alone, except to protect yourself or the other children.
		d. At the first opportunity, meet with the principal to plan how to deal with the problem.

Special Problems

Occasionally problems arise in a classroom despite careful planning on the teacher's part. Some children may be distressed or frightened during the first few days of school and may cry easily (or incessantly) or accidentally wet their pants. Relationships among certain children may be tense, leading to name-calling, pushing or shoving in line, or outright fighting. Sometimes children respond to authority with non-compliance. They may passively ignore the teacher, test the limits by sassing the teacher, or respond in an openly hostile and defiant manner. While you may want to work with the school counselor or resource teacher to help these children on a long term basis, you will also need to take immediate action to stop the inappropriate behavior and to minimize class disruption.

1. Crying. Younger children, especially, may tend to cry for no apparent reason early in the school year. It is often difficult to get a crying child to stop even long enough to find out what the problem is. One useful technique is to give the child permission to cry, but to ask for a temporary pause long enough for telling you the problem. Once engaged in conversation, the child is not likely to resume crying. If s/he does, however, then acknowledging that crying is okay and instructing the child to cry quietly and when finished to wash his/ her face, get a drink of water, and come back and join you generally shortens the crying period. If first day loneliness is a cause of crying, assigning a friend to accompany the child helps alleviate the problem.

Once you have determined the cause and either resolved the ostensible problem or seen that there is nothing that can actually be done, let the child cry if it is not distracting to the class or to you. Be understanding, but don't reinforce crying behavior by excessive attention or sympathy. If the crying is disruptive. take the child out of the room or have someone from the office come get him/her.

2. Wetting. While accidental pants-wetting is more common with younger children, it does sometimes occur even in the upper grades, especially during the first few days of school. Students of any age find this kind of accident extremely embarrassing. The teacher should make every effort not to add to the child's embarrassment. but to facilitate the clean-up and change of clothes as quickly and unobtrusively as possible. Having a supply of paper towels in the classroom greatly simplifies this and other clean-up chores.

   Talk with the child privately giving instructions to dry the area and then to go to the office and call someone to bring a change of clothes Later, make a time to talk with the child -- again privately -- to determine why s/he did not make it to the restroom in time. If the child was embarrassed, afraid to ask, or did not know where the restroom was or the procedure for going, reassure him/her and clarify location, procedure, etc. With some younger children, the teacher may need to contact the parents and keep a change of pants at school as a future safety measure. In general with younger children, the teacher needs to schedule regular bathroom breaks, and even remind some children to use the bathroom regularly.

3. Name-calling. No teacher likes to hear children call each other derogatory names. While encouraging and modeling respectful behavior does much to generate cooperation among your students, when tempers flare, name-calling is usually among the first expressions of anger. To put an effective stop to this behavior, you must control your temper and not overreact, even to language you abhor. Be matter-of-fact. Refer to the class rules (e.g., "Be courteous or considerate of others" or whichever rule you have that fits). If you have already stated consequences for this type of behavior

(e.g., demerits, loss of play time), follow through with these. If not, be sure your response is not so severe as to add undue importance to such behavior, but be sure it is disagreeable enough to discourage a repetition.

Some teachers insist that students apologize in these cases. This accomplishes little, however, in that both students involved know that the apology under duress is empty. Furthermore, the student is being forced to apologize may actually become more angry or resentful at the perceived humiliation, and in the future express it even more destructively out of the teacher's hearing.

4. Pushing/shoving in line. By communicating clear rules and by careful monitoring you can usually avoid problems in lining up. If pushing or shoving does occur, however, it is important to stop it immediately to protect those who are trying to stand in line properly. If the pushing is accidental (e.g., caused by someone losing his/her balance), you may want the children merely to leave more space between them. If it is deliberate, however, there are a series of steps you should take to stop it now and to prevent its reoccurrence:

   a. Have the student who pushes return to his/her desk and stay seated until all are lined up, then join the end of the line.

   b. When students line up the next time, let this student line up as usual, but as soon as s/he is in line, move close to the child and quietly ask if this is a spot in line where s/he can walk quietly and without touching anyone. If the student assents, let him/her keep that place. If not, suggest that s/he walk at the end of the line as a precaution, not as a punishment.

   c. If the student is successful, give specific praise at the destination.

   d. If the student fails, the next time students line up, do not give this child a choice -- put him/her at the end of the line again. Explain that this is because, despite having said s/he could walk quietly the last time, s/he did not. Tell the student that next time s/he will be given another chance, and repeat Step 2.

If two or more students are involved in inappropriate behavior in line, a similar procedure may be followed. If the students need to be separated rather than all joining the end of the line have one or two walk beside you, but wait until the entire class is at the destination before letting them leave your side.

5. Fighting. While fighting is a fairly rare occurrence, it can be all too dramatic -- as well as disruptive to the class and demoralizing for you. Some advance planning can greatly increase your ability to think quickly and act effectively should a fight break out among any of your pupils. Before school starts, find out the school policy on how to handle fights. If you are to handle them largely yourself, think about the following comments.

It is usually important to stop a fight as quickly as possible, especially if the students involved are not evenly matched. There are important qualifications to this, however. If the fight is between two older students, you will have to judge whether you can intervene without risking injury to yourself. If verbal interventions are ineffective, call the principal or another teacher for help. If you do decide to intervene physically step between the two combatants and move one child away from the other. Don't hold a child from behind, unless the other child is also being restrained at the same time.

When the fight is stopped, you will have to determine whether the two students can sit quietly for a period of time to cool off. If one student is extremely agitated, having him/her run around the playground a given number of times helps work off that agitated energy. (This activity may need to be supervised to prevent the student from leaving the school grounds completely.)

Have the involved students sit apart from each other and from the class for a few minutes. Tell them each to write an account of what happened which resulted in the fight. (If possible, have a child who was an impartial witness also write an account.) During this time you can get the class involved in work they can do without your help and at the same time collect your thoughts or contact another teacher or the principal for suggestions as to what action to take.

When you can leave your class with an aide or another adult, take the fighters (and, if possible, the witness) away from the class to discuss the fight privately. Let them each read their version of the fight, allowing no interruptions as they read. Note points of agreement and of disagreement among the versions. (The witness may be thanked and sent back to class after this presentation.) Settle the quarrel as best you can, but emphasize the fact that no matter what the problem was, fighting is not an acceptable means of dealing with it. State what the consequences will be, and check to make sure each child understands them.

Either take time at this point or set a time soon to work with one or both of the students to teach them alternative methods of dealing with frustration or settling disputes. Such alternatives include:

a. Buying time
   1. Counting to 10, 20, 50
   2. Relaxation techniques
   3. Self-talk to increase self-control
   4. Leaving the scene completely until more calm

b. Using a procedure to disagree verbally with the teacher as referee or facilitator

c. Substituting physical exercise (boxing, a punching bag, running laps) for hitting another person.

Depending on the severity of the fight, as well as whether this is an isolated or a fairly common occurrence for the children involved, you need to consider communicating with the parents. School policy or your principal's recommendation may determine your actions here.

6. Ignoring the teacher. A child who appears oblivious to your instructions actually invites your reinforcement of this inappropriate behavior -- in the form of special attention as you try to get him/her to respond. As essential step in dealing with this child is to insist that his/her hearing be tested by a competent specialist, no matter how convinced you may be of the child's ability to hear. Surprisingly hearing deficiencies do go undetected.

Once adequate hearing is verified, you need to work out a system for increasing the child's listening. A simple procedure for this involves talking with the child privately about the problem and working out a cueing system. This means you would say something to the child just before you begin giving class or group instructions, to remind the child to pay attention to what is coming (e.g., "Now, Jenny . . ."). Once this cue, signal, or reminder has been agreed upon, you must be consistent in using it. In addition, when the child responds and actually listens and complies with your instructions, you can strengthen that desirable behavior by comment, praise, or an agreed-upon reward.

7. Sassing the teacher. Sassing is impudent, disrespectful, nervy, or smart-alecky back talk, but not as extreme as hostile defiance. Sometimes students make remarks about work or instructions that are clearly not task-oriented and are out of line. While consistent ignoring will not make sassing disappear, a teacher's overreactions to the behavior can be rewarding to students and actually tend to increase it. In some cases when students sound sassy they are trying to determine more clearly the limits and teacher expectations for classroom interaction. In these cases a fair and clear warning is an appropriate response. For some teachers a half-joking warning can make limits clear without escalating the problem. Other teachers may need a more serious approach in order to be convincing. Referring to a class rule (e.g., "No sassing," or "Be respectful") and reminding students of the consequences of violating the rule can be an effective response. You may want to do this once as a reminder only but be sure to go ahead and enforce the rule consistently and calmly thereafter.

8. Hostile and/or defiant toward the teacher. Expressed hostility or defiance toward the teacher is a possiblity that many teachers dread. Should a student behave in this manner, there are several points to keep in mind.

   a. Deal with the offense privately; do not allow the child the opportunity to argue with you within the hearing of other children. Tell the student you will discuss it after class; if the student persists, remove him/her from the room. Get the

class involved in work they can do independently before you leave.

b. Do not make the offense personal or engage in a power struggle. The child's breach should appear as directed at classmates, not at you personally (E.g., "Jimmy you are taking time away from the class.")

c. Stay objective; the child must be severely hurting to behave in such a self-destructive manner.

d. Do something the child does not expect; a surprise can tip the balance. (E.g., if s/he expects corporal punishment, make a serious and concerned attempt to find out what is wrong and negotiate a way for him/her to save face. If s/he expects to be pardoned again, point out the consequence, and implement it now and consistently hereafter)

e. Do not engage in an argument with the child at any time. Point out that his/her behavior was unacceptable and clearly state the consequences. If the student has a complaint, listen. If possible, respond. If you are not sure how to respond, tell the child you will think about what s/he has said and talk with him/ her about it later. The consequences still hold. Seek advice from another teacher or the principal or counselor before getting back with the student.

Activities for Prescription 6

* Activity 1 Before school starts, find out your school's policy for dealing with classroom emergencies, such as injuries, fights, accidents. If you are new to your school, ask the other teachers if there are particular problems that typically occur in that school. Prepare yourself to deal with these.

* Activity 2 Read Case Study M describing the way one teacher dealt effectively with tensions among class members and a fight involving several students.

CASE STUDY M

Fighting

It's a hot September afternoon; the children have just returned to the classroom from lunch. The lunchroom monitor has reported that Jim had been pushing Warren's tray toward the edge of the cafeteria table, and salting his pudding. Several of the boys had then gotten into a spat. She talks with Jim privately and they agree that he'll have to stay in with the resource teacher rather than go to recess.

The teacher has the class line up to go out for recess. As they are walking out, Bob gives Warren a big shove and tells him that he could beat him up. Warren shoves back. The teacher sees the shoving match and pulls them both aside. She refuses to listen to accusations of who started it, and talks with them about punishment that will ensue if they misbehave again that afternoon. They agree to behave. She puts Warren back into his place in line, puts Bob at the end of the line, and keeps an eye on them as they go outside.

The class reaches the softball field, forms their usual two teams, and begins playing. Suddenly, the teacher realizes there is a skirmish in the outfield. Bob and Warren are wrestling and punching each other. Mike runs up to pull them apart, but instead enters the fray against Bob. Class members rush to the action.

The teacher immediately runs toward the outfield. "All three of you stop that right now," she calls. The boys do not hear or respond. She grabs Tommy to prevent him from entering the fight and says, "Tom, I want you to help me by getting the rest of your team over by that fence. Bernie, get your team over by the west wall." The three continue fighting. "John, run to the principal's office and bring him right away." John runs off. Warrent falls to the ground. The teacher grabs his arm and says, Bob and Mike, stop fighting at the count of three. One . . . two . . . ." The two boys may be getting weary; perhaps they are grateful for this excuse to stop. They are giving each other dirty looks and brushing themselves off as the principal arrives on the field.

The principal takes the three boys to his office for a talk and cooling-off. The teacher takes the rest of the class back into the room and gets them started on an art project. Then the teacher calls the office and arranges for the boys to write their version of the dispute, and to speak with them at the end of the school day. The office has called their parents and arranged for them to pick up their children at 3:30 PM.

After school the teacher goes to the office and reads the three boys' accounts of the dispute. She then talks with the three of them as a group, telling them that she has read their accounts of the fight. She makes no attempt to reconstruct the events, and tells them that though they have problems with each other, a fight is an inappropriate way to work them out. She warns them that she will be calling their parents that night for a talk. She then talks to each boy, saying that she is surprised that he would misbehave in this way. She slips in a compliment

to each of the boys as part of her reason for expecting that he would do better, and she comments that she has noticed that each of them has become a leader in the class in a special way (baseball captain, able to run the movie projector, best cartoonist). In all three examples of leadership, the teacher found a strength and maxmizied it to build some self-esteem and let the child know that her expectations of him are high. She and the principal agree that a week of detention is sufficient penalty, and they explain this punishment to the boys.

That night, the teacher speaks with each of the boys' parents about the incident. During the next several school days, the teacher keeps her eye on the three boys, and avoids putting them into activities together unless she can give close supervision. After a few days, their behavior toward each other is friendly and things have returned to normal.

Prescription 7 - MONITORING

Monitor student behavior closely. Look for:

a) Students who do not follow procedures or do not finish or even start assignments.

b) Violations of rules or other uncooperative or deviant behavior.

c) Appropriate behavior.

Rationale

Careful monitoring helps detect problems before they become critical. Of course, you need to know what to look for. At the beginning of the year, your monitoring should focus on initial student tasks, that is, the following of rules and procedures, and comprehension and completion of assignments. Look for student misunderstandings, inability to perform an assignment or procedure, and misbehavior. Once you've seen these problems, and whether they are widespread or restricted to a few students, you can intervene to correct them.

If you aren't watching because you are out of the room, behind your desk sorting materials or filling out forms, involved with a group of children, or because you just aren't watching, the children may not get adequate direction and turn to each other for help, a chat, or a game. They may begin to anticipate that they will fail to understand assignments in your class, and that idle and off-task behavior are part of being in your classroom. However, if you start well, later in the year the children will have learned your rules and procedures and will have built expectations for appropriate classroom behavior.

Monitoring the Class

Practice good monitoring; it is difficult. You will need to make a conscious effort to remember to monitor. You will have a tendency to focus on the child you are interacting with at the moment. If you are speaking to the whole class, you may tend to look most at the children closest to you or in your direct line-of-sight, rather than those at the periphery of the room. Don't get totally absorbed in some task. with one child, or with a small group. Stay alert to the total class. The following suggestions may be helpful.

a. Put reminders to yourself ("Watch the children") in your activity book, lesson book, on the overhead projector, or on your desk.

b. Put up a picture of a camera or binoculars, or use some other symbol or cue which will remind you to monitor.

c. Make a point of looking at each student's eyes during every lesson.

d. Notice and comment on students' appropriate behavior. When children have been attentive, followed a procedure correctly or worked hard on seatwork, let them know you appreciate their good behavior.

e. Specify what behaviors are appropriate during a given activity and look for them.

f. In addition to your global monitoring to catch a variety of problems, you might occasionally use specialized monitoring focused on stopping a particular behavior that especially bothers you. If possible, note the time of day the behavior occurs, and do your specialized monitoring around that time to determine the causes and intervene to change the antecedent conditions.

g. After the year is under way try having a secret "student for a day" (as well as watching the rest of the class). Notice this student's rule-following, work behavior, and interactions. Make notes and give him/her some compliments and suggestions that day and in the following week.

Activities for Prescription 7

❁ Activity 1 Re-evaluate your room arrangement after the first few days and periodically during the year. Try to change areas that are difficult to monitor and be sure that you have a clear view of every student from

stations (e.g., reading circle) where you spend time. Seat "rule breakers" and "rule benders" in easily monitored areas.

- Activity 2 Monitor when you are circulating during seatwork activities.
- Activity 3 During one school day, list all the distracting and interfering sounds that bother you and your students. Decide which can and should be eliminated, and train your class to be quieter. Watch your own voice level, too!
- Activity 4 Take a free moment (as when the music or art teacher comes) to relax and to allow your reactions to your class and students to emerge. You might find you are dissatisfied, you are somewhat satisfied, or that things are perfect. You may find you are irritated with a student. If you have some dissatisfaction, think about the following roots to some common problems.

1. You have given up on correcting some misbehaviors.
2. Students misbehave because they are testing limits, or picking up on lack of firm conviction that rules and consistent follow through are needed.
3. You could be disciplining the class automatically rather than meaningfully. Perhaps you have fallen into the trap of thinking that your responsibility is to comment on the inappropriate behavior rather than to stop it. For example, they may get noisy, and you quiet them, but they get noisy again, so you quiet them, etc.
4. You are allowing some students to misbehave and not others.
5. You've really stopped noticing (or tried to ignore) some students' misbehavior because it continues in spite of your interventions.

Other irritations specific to you and your class could occur to you. Note reasons they may be happening, and when you get a chance, as when driving home, try to figure out 1) why and 2) what can be done. How is your attitude toward and discipline of this problem different from some problems you treat successfully? How is the students' situation different? Come up with a plan, talk over the problem with another teacher, and put it into action!

Becoming aware of these small irritations will help you deal with them, and will prevent them from turning into generalized tensions or headaches.

Prescription 8 - STOPPING INAPPROPRIATE BEHAVIOR

> Stop inappropriate and disruptive behavior quickly; it won't go away by itself.

Rationale

You should quickly stop most inappropriate behavior. This establishes your system of rules and procedures as well as your credibility.

Inappropriate behavior thrives when ignored. More students get involved in rulebreaking; disruption escalates. Some students may begin to ignore some rules altogether and view themselves as successful classroom outlaws. The class may decide the teacher cannot maintain limits, or it may realize the teacher will not maintain limits. To restore order at this point, the teacher must confront the (by then unruly) group. Apparently then, monitoring is crucial to stopping inappropriate behavior; you can't stop what you don't see.

Some Guidelines

Teachers use several simple procedures to end inappropriate behavior before it escalates:

1. Make eye contact with the student until s/he returns to appropriate behavior.
2. Remind the child of the correct rule or procedure.

3. Ask the child to repeat or practice the correct rule or procedure. ("What rule did you break?")
4. Request or order the child to stop the inappropriate behavior.
5. Impose the consequence of the rule violation.

At times, you may find you are busy with a small group or whole class less, and feel that stopping the lesson would be more disruptive than allowing some mild misbehavior which is restricted to one or two students. In such a situation, if eye contact with the students can't be made or isn't successful, delayed feedback may be most appropriate. Make a mental note of the behavior, and speak privately with the individual(s) involved when you next have a chance.

On some occasions, ignoring small violations may be appropriate, as when:

1. The problem is momentary;
2. It is not serious or dangerous;
3. Drawing attention to the student would interrupt the class;
4. The student is usually well behaved; and
5. Other students are not involved.

In other words, any inappropriate behavior which is nontrivial and persistent should be quickly stopped. If you maintain this good control, you will be able to manage your class more easily and you'll be more relaxed. Your classroom will be a pleasant place for learning and teaching.

Activity for Prescription 8

Read Case Studies N and O on the yellow pages following this section. These illustrate the effects of good policing, and the consequences of no consequences.

CASE STUDY N

Failing to Stop Inappropriate Behavior Quickly

Teacher tells class to open math books to Page 148. Noise begins immediately. Teacher says, "Jose, I need your attention." (Actually, she needs the attention of the whole class, but Jose was very visibly not paying attention and climbing around under his desk.) The teacher starts to explain some of the problems in the math book. Jennifer and Michael decide they need to sharpen their pencils while the teacher is going over the instructions and they do so.

The teacher should have stopped all activity and reminded students of the rule for no talking when the teacher is working with the class. Instead, she goes after one student, when many are being inattentive.

The teacher doesn't say anything about it and lets them both do it. The teacher asks a question and gets all kinds of call-outs in reply -- some of them completely off base.

The teacher should stop students and require that they wait.

She makes no comment about this. The teacher is still having to tell those who haven't been paying attention what page they are on. She has already said this about ten times to various individuals. The teacher gets frustrated by the noise and inattention.

The teacher should require that hands be raised. Now would be a good time to rehearse this.

So she decides to stop and sit quietly, hoping that they will be quiet and listen to her. The noise and call-outs continue, and if the students are even aware that the teacher has stopped the lesson, they give no indication. After four minutes (while 20 of the students are talking and fooling around and three are waiting for the teacher to resume) the teacher says, in a slightly upset voice, "I can't talk above the noise and I won't even try."

The teacher should stop all student activity, and require that all books be open. The teacher should be actively involved in settling the children, not passively waiting.

Students settle down a little bit but the majority still do not give her their attention as she continues the lesson. She resumes, but is continually interrupted by the noise. Two students have a brief fight in the back of the room, but she appears not to notice. Teacher tells one student loudly to sit down. He does so, but has still not opened his math book and she makes no comment on this. Another student gets up to look at the spelling spirals. Less than half of the class is listening and doing the problems with the teacher. The teacher has done nothing to remedy the situation. One student comes up to the teacher while she is talking and asks a question. She says rather loudly, "We are doing math now. I don't have time for that sort of thing."

The lesson should not be continued unless students are attending. Things are so far gone at this stage that progress in the lesson will be impossible without more drastic intervention. The teacher may need to separate some children, or enforce a "quiet time", perhaps with heads down on desks.

Several students are up and roaming around. Two boys are playing with a wet paper towel. One is loudly slapping it in his hands as he wanders back to his seat. The teacher says nothing. Instead she tells the class that she expects them to have all the math problems down on their papers. Noise continues while some of the students scramble to get to work on the lesson that has now been going on (or has been trying to go on) for the last twenty minutes. Five minutes later she collects the students' math spirals. It is now dead time for the students for the next six minutes. One student gets up and switches on the overhead projector without permission. Then three more students join him in fooling around with it. The teacher then tells them to sit down. The noise continues, and none of the students are paying attention to the teacher. The teacher just stands watching the class, saying and doing nothing.

This lesson is not just an isolated event. It is symptomatic of a general inability to gain student cooperation. The time to do that is <u>early</u>, rather than later in the lesson. The teacher simply didn't stop inappropriate behavior quickly enough. She let it build up until it forced her to terminate the lesson prematurely.

CASE STUDY O

Stopping Inappropriate Behavior Quickly
(excerpts from a morning observation)

It is the morning of the first day, and the students are arriving at the room individually and in small groups. Two boys enter the room "goofing off." The teacher says in a pleasant but firm voice, "Okay, guys, quit fooling around." They comply, get their nametags, and take their seats quietly . . . .

From the beginning, this teacher is pleasantly setting firm limits and getting good results.

. . . Later in the morning a student bangs his chair noisily on the floor. The teacher immediately tells him, "Be quiet, please."

Being quiet with chairs is an important precedent.

. . . It is time for a break to get drinks of water in the hall, and the teacher has told the class they will line up by tables. Jimmy, however, immediately jumps up. "What did I say, Jimmy?" No reply, he sits. "Jimmy?" Jimmy responds, "Huh?" The teacher states firmly, "It's 'Sir' in this room, not 'huh'." The teacher doesn't need to specify that Jimmy must sit down and wait for his table to called. Jimmy knows this is what he was called down for. (This is probably why he did not respond to the initial question.)

The teacher is establishing that he expects all students to listen and follow directions, and to answer his questions.

. . . Jeffery starts talking to the students at his table. The teacher says, "Jeffery, I'd like you to move to this table," pointing to one in the center of the room. "There's been too much talking at this table this morning," referring to his present table.

The teacher has let the class know he is aware of individual and group misbehavior, and the he will act on that.

. . . The teacher directs the students to look at a sign posted at the back of the room. It has "Leaders" written on it, and one student calls out, "Leaders!" The teacher replies, "Yes, but in this class we don't call out answers, we raise our hands." He asks what leaders do and calls on various students with raised hands.

Consistently stop those terrible call outs from the start.

. . . Toward the end of the morning two students begin fooling around and one of them shouts out. The teacher tells him, "Excuse me, would you turn around and face front." He does so, and the fooling around stops.

Consistently setting limits from the beginning is critical.

These are the disruptive incidents that occurred in the first four hours of the first day. Each time the teacher stepped in immediately and firmly, but not harshly. On the third day another observer commented, "This class is already molded in terms of management and procedures . . . . This teacher has good rapport with his students."

Prescription 9 - ORGANIZING INSTRUCTION

Organize instruction to provide learning activities at suitable levels for all students in your class.

Rationale

One of the biggest challenges teachers face is providing instruction at appropriate levels for all their students. One characteristic of effective teachers is their ability to diagnose students' academic needs and adjust instruction accordingly, within practical limits. Organizing instruction to increase learning time for all students, to maximize efficient use of teaching resources, and to avoid frustration for both students and teacher requires planning and preparation. Following are some guidelines and activities that should help you.

Using Curriculum Guides and Textbooks

First, a suggestion about planning your curriculum. A good general rule is use the curriculum guides, texts, and basals provided by your school district. Curriculum guides provided by the district were prepared by experienced local teachers and supervisors. They typically contain many helpful suggestions and things to watch out for, as well as guidelines for content and sequencing. In addition to core curriculum guides, there may be supplementary guides, focusing on teaching special content areas or certain groups of students.

Sometimes teachers decide they don't like the texts, basals, etc., adopted by their district or school. Or they may not like the sequence in which the material is presented. They are tempted, for example, to substitute other materials or to skip around in the arithmetic text. Our suggestion is not to do so, unless you have had several years of experience with the age/grade level you are teaching this year. Most textbook series, basals, and curriculum materials have been developed by teams of educators with considerable experience and expertise in the area and grade levels for which the materials were prepared. The content has been organized into a logical, coherent sequence. This structure will aid you; if you make drastic changes, your students will be left without the organization provided by the materials. Teaching has plenty of challenges already, without the added task of re-organizing a curriculum.

Whole Group Activities

Prescription 6 of this manual recommended that for the first days of school you use whole group activities in your class. Even after school is well underway you will probably continue to use a whole class format often, when presenting information to everyone in class as a group or when giving all students basically the same seatwork assignments. Properly used, whole group activities have several advantages: they make monitoring easier, they call for fewer procedures and movement of students around the room, and they make it easier to check students' progress and give prompt feedback to everyone.

Using whole class activities does not mean that you don't recognize and make adjustments for differences in students' academic levels within your class. Consider these guidelines:

1. If you have one or two students who are likely to have trouble with whole class assignments, place these students' desks where you can easily keep an eye on them during instruction and seatwork. As soon as you have given seatwork instructions to the whole class, check with the slower student(s) privately to go over instructions again, making sure of comprehension, providing initial help, or modifying the assignment. (If there are more than one or two students who need

initial help with the assignment, treat them as a small group, rather than have students waiting for individual assistance from you.)

2. Decide ahead of time your policy for students who do not finish classwork in the allotted time. Make private arrangements for those students who really need more time to finish, but avoid routinely announcing to the whole class that anyone who isn't finished with their work can finish later.
3. Provide enrichment materials for students who finish whole class assignments early. These should be engaging, work-related activities that will not distract other students. (See Activity 5.) Set up a system for giving feedback, credit or recognition for completion of enrichment activities. Centers and stations (see below) are also used to provide enrichment activities for students. (A caution -- If there is a frequent demand for extra materials from many students in your class, you are probably allowing too much time for class assignments or are not spending enough class time in active, teacher-led instruction.)
4. During class discussion or recitation, do not exclude any students from full participation. One way to avoid the temptation to let faster students answer more than their share of questions is to use patterned turns, systematically calling on all students. When possible, ask students questions they are likely to be able to answer.

Centers and Stations

Centers and stations are areas where one or a few students can participate in activities designed for enrichment, review, or reinforcement. They include listening centers, centers for special science or social studies topics, library centers, and centers for math games or other learning games. These may be permanent or changed often. Stations are usually smaller than centers, accommodating only one student at a time. Centers and stations should not be used at the expense of basic instruction. Start the year with none or very few. Others can be added later.

The best location for centers or stations is usually along the wall spaces around the room. This prevents a large mass of students from ending up on one side of the room or in one section of the room. Crowded

areas should be avoided. Students' desks and work areas can then be central in the room. This type of arrangement minimizes student contact and maximizes teacher "eye control" over the room.

It helps to have some system of monitoring the amount of time spent in centers, such as the use of an egg timer on a station. Near each center, post the rules and procedures for that center.

SOME GENERAL RULES FOR STUDENTS USING CENTERS AND STATIONS:

a. Follow time limits if the teacher has established them;
b. Use one center or activity at a time;
c. Put finished activity away before getting another one;
d. Use only whisper voices;
e. Watch where you step (especially in the library center);
f. Pay attention to the limit for the number of students in an area at one time.

Introduce all centers and stations very carefully and specifically. Teach rules and procedures for their use each time a new center is introduced. (See Prescription 5.) State the consequences of not following center rules. (For example, if a student's name is called twice for not using whisper voice in the library center, he or she must get a book immediately and return to his or her seat.) If a student is absent when a center is introduced, ask a trustworthy student or the captain of the center to teach the absent student the procedures. (The captain is often a student sitting in a designated seat near the center.) Or, you can review procedures for the whole class while introducing the student to the center.

Small Group Activities

Sometimes a whole class grouping is not the best way to provide appropriate instruction in a particular subject. If five or six children lack essential skills or knowledge to proceed with an assignment, you cannot ask everyone to wait in dead time while you review or reteach them, nor can you ignore them or expect to have time to instruct each individually.

Using small groups can contribute to smooth running lessons by allowing you to focus instruction where it is needed most, and at the

suitable level. Both teacher and student frustration is minimized and efficiency is maximized.

When you form small groups, here are some things to keep in mind:

1. Whether you are using two, three, four, or even six "small groups," each group must be counted equal to the others in importance as you plan and organize both the teacher-directed activities and any required independent ones.
2. Dividing students into smaller instructional groups should be done to meet "clusters" of needs. (For example, in a math class of 24, there are six students floundering in Addition facts 2 through 10. Those six can be clustered together to work on those skills. The remaining 18 are then clustered together to work on facts 11 through 20.)
3. Remember that grouping allows you to adjust not only level of content but also teaching styles to meet the needs of different groups. For example, one group may be able to handle longer periods of independent work and more activity choices than others. Another group may need more repetitions. Plan group work so that you can adjust not only what content you cover with each group but how you teach it. (Some suggestions for adjusting instruction for low achieving students are given later in this section.)
4. Using smaller groups doesn't have to be limited to instructional needs. There are times when socio-emotional needs can be met as well. A shy child could be grouped with a few confident and more competent students. These children could serve as models not only in academics, but also in interpersonal relationships. However, a teacher must know his or her students very well in order to make wise grouping choices.
5. The success of small group activities depends on your having workable procedures that are clearly presented to the class and consistently used. Prescriptions 2 and 4 included guidelines that should be followed in planning and using small groups.

Adjusting Instruction for Low Academic Level Students

Many teachers feel they need help in organizing instruction to successfully teach low academic level students. Whether you have only a few "low achievers" or a class in which many children enter with skills

far below grade level, it is important to keep in mind that these students may not benefit from the same teaching strategies that work with average or high ability students who have "learned how to learn" early in life.

Find out if any of your students have identified learning handicaps. If so, get help from the special education resource teacher(s) in your school. Ask for specific advice in teaching your mainstreamed student(s). What you will learn will very likely be useful in dealing with all of the lower level students in your class.

In many cases, students who are achieving substantially below grade level come from disadvantaged or low socioeconomic status (SES) backgrounds. Research has shown that these students achieve better in basic skills when their teachers provide close supervision, active leadership and clear structure in their classrooms. More specific suggestions (based on research results) for teaching low academic level students basic skills are included in the chart on the next page.

Activities for Prescription 9

- Activity 1 Case Study O shows how one teacher introduced small reading group procedures in her 4th grade class. Before planning small group instruction or arranging small group work areas, read the case study and review Prescriptions 2 and 4 of this manual.
- Activity 2 Read Case Study P describing the way an effective teacher organized a morning's reading group activities for a group of very low achieving boys. Notice how the instructional organization the teacher used took into account the boys' attention spans and their need for frequent feedback, directions, practice, and relatively close supervision.
- Activity 3 Read the curriculum guide provided by your school. Check with other teachers, your principal, or a supervisor to make sure you have all of the guides that would be helpful to you.
- Activity 4 Start a collection of materials and activities that can be used as enrichment or extra credit activities. Set up a system for student use of the materials, keeping in mind the guidelines in this prescription.

❁ Activity 5 Prepare a poster or bulletin board display that lists things students should do when they finish their work or have a few extra minutes.

Research shows that these things WILL HELP Low academic level students achieve basic skills	Research shows that these things WILL NOT HELP Low academic level students achieve basic skills
Time spent in structured learning activities led by the teacher	Time spent in unstructured or free time
Instruction broken down into small steps, short activities sequenced by the teacher	Long, unbroken periods of seatwork or independent work, with student choice of activities or sequences
Plenty of practice (repetition) with very frequent correction and praise	Little practice OR Independent practice without prompt feedback
A lot of supervision and help, in whole class or group settings	Individualized, self-paced instruction; independent work
Continuous teacher direction of student behavior and activity	Pupil freedom; situations calling for much pupil self control or self direction
Materials or questions at a level of difficulty at which students have a high rate of success	Challenging materials or questions, or work in which students are not likely to know most of the answers
Many opportunities and much encouragement to answer teacher questions	Few opportunities or little encouragement to answer questions frequently
Mostly narrow teacher questions with a "right" answer	Mostly open-ended questions Non-academic conversation

Research shows that these things WILL HELP Low academic level students achieve basic skills	Research shows that these things WILL NOT HELP Low academic level students achieve basic skills
Calling on non-volunteers or using patterned turns to select students to answer questions	Selecting volunteers only when calling on students to answer questions
Immediate feedback (as right or wrong) to students' answers	Not giving clear feedback to students' answers
"Staying with" a student until he or she answers a question	Quickly letting someone else answer: leaving a student with little or no feedback
Short and frequent, rather than long and occasional, paper and pencil activities	Games, art work, a lot of interest centers
Specific praise for good performance	Vague or general praise or praise when it isn't especially deserved
Covering material very thoroughly	Covering a lot of material quickly
A lot of time spent in teacher questioning, feedback, and supervised practice	A lot of class time spent in anything else

CASE STUDY P

Introducing Small Groups

In the third week of school, Teacher P announced to her 4th grade class that they would be doing two new things that day: working independently and reading in small groups. She defined the word "independently," calling students' attention to a group of exercises on the front board. They were spelling and language arts activities that the teacher knew students could do on their own. She gave directions for each exercise, step by step, orally doing the first of each type of activity as an example. She questioned students to be sure they understood what to do and gave them ample time and encouragement to ask questions. The teacher re-emphasized their working "independently" and told them that now was their only opportunity to ask questions, until their reading group met.

Following this presentation, Teacher P reminded the class that students could go to the bathroom one at a time, except when the teacher was talking to the whole class. She announced that while she was working with reading groups that day, students not in reading group could use the bathroom, wash their hands, sharpen one pencil or get a drink of water if necessary while they were doing seatwork. Children who had questions while the teacher was with another reading group would have to wait until they got to reading group to get an answer. If they had trouble with an exercise, they were to go on to the next one. Teacher then asked if there were any questions. There were none. She asked one child to repeat to the class what they were to do when not in small reading group.

Teacher P called out the names of the Green Group (faster group) members, then had them raise their hands. Then she did the same with the Yellow (middle) Group and the Red (slower) Group. She pointed to a small bulletin board where the names of the students in each group were posted below the group's color name. The groups would be called in the order on the bulletin board: Red, Yellow, then Green. The signal to come to group would be the timer bell. Each group would last about 20 minutes. Students were told to stack their books and papers quickly and neatly on their desks when they were called to reading group. They did not have to bring any materials to the reading group because the teacher would provide the things they would need. Teacher P stressed that she expected the students to be very quiet coming to and leaving the reading circle, so as not to disturb students working at their desks. The teacher told the class that she was very interested in hearing every student read, and this would be impossible if there were a lot of talking and noise at the seats.

Teacher P then told the children that if they finished their seatwork, they were to take out library books and read quietly. She asked if there were any questions. When there were none, she asked for the Red Group to come to the reading circle and the rest of the students to go to work on the board work. Red Group moved quickly to the reading circle as the teacher waited and watched them and the rest of the class. She had placed her chair in the reading circle so that she could monitor the

entire class while she was teaching the small group. Once she noticed three students talking at their seats. She stopped work in the small group to quickly remind the class that she wanted complete silence during reading group and that she was watching for students who were particularly good at following directions. Later during reading group, several students raised their hands and looked toward the teacher. She noticed the hands, caught the students' eyes and shook her head. This was a signal to these students that it was inappropriate to ask questions while the teacher was in reading group.

When the time was almost up for Red Group, the teacher reminded them of her instructions about what they were to do at their desks and told them that she would check over their work after finishing with the second group, the Yellow Group. With that she sent Red Group to their seats and rang the timer bell. She watched as Yellow Group students left their desks and came to the reading circle while Red Group settled to seatwork. In Yellow reading group, she complimented the students for walking quietly and leaving their books stacked neatly. She answered their seatwork questions before proceeding with the rest of the morning's reading activities.

Later during the year, Teacher O introduced new activities in the reading group routine, such as listening center activities or Language Skill Box exercises. Groups rotated from seatwork to reading group to some other activity. Each change in class routine was carefully planned and introduced to the students so that they were capable of participating in the activities in an orderly way while Teacher O instructed reading in the small groups.

Case Study Q

Organizing Reading Group Activities for Low Academic Level Students

Teacher Q had a group of boys who were very low achievers in reading and who had great difficulty in keeping themselves on-task. Rather than giving them independent assignments, as could be done with some others in the class, the teacher arranged their reading activities so that he could give them small chunks of instruction and frequent feedback. He met with their reading group first. During instruction, he asked many questions with relatively short answers, calling on each child in the group in turn. He avoided letting any one student talk at length or wander from the academic question at hand. In this way he was able to keep everyone's attention focused on the work.

After carefully going over directions, and checking students' comprehension of them, the teacher dismissed the group to perform a specific assignment at the listening center, where his voice on the prepared tape provided continuous direction. After they were finished with that, the teacher met with them again briefly to check their work and to give them another short assignment. They had about 20 minutes to work independently, although the teacher sat so that he could monitor them while he taught another group. After doing their seatwork assignment, they went to a Language Master machine (as previously directed by the teacher) and practiced skills there while the teacher finished with another group. Then the teacher quickly checked over the first group's and other children's work and ended the morning's reading group activities. The result was that the boys were engaged and attending to instructions or actively practicing skills most of the morning because the teacher had selected activities and arranged the schedule so that they did not have to depend for long periods of time on their own self control.

Prescription 10 - STUDENT ACCOUNTABILITY

Develop procedures that keep the children responsible for their work.

Rationale

From the beginning of the school year, you will be arranging learning activities and giving assignments requiring students to produce something. Your intent, of course, is that the assigned work will aid in the children's learning and retention of important skills and knowledge. We can assume that if students do not do the work, then their learning or retention will be diminished.

You cannot count solely on students' intrinsic interest in learning to motivate them to complete assignments. All jobs have some dull aspects, and children differ in their propensity for sustained effort. Therefore, it is desirable to have a system or set of procedures to help maintain a focus on accomplishment. While on the first day you may give your class some assignments to do just for fun, now is the time to teach them that they are to be held accountable for their work.

We don't advocate an atmosphere of unremitting striving or the force-feeding of learning objectives into already sated minds. A classroom should be a pleasant, relaxed place for children to learn and to develop. But it should be work centered: Students should be expected to

accomplish specific tasks. In the activities below we suggest some ways to bring this about.

Effective Accountability Systems

Student accountability for work has five facets, all of which depend on the teacher for their success:

1. Clarity of overall work requirements
2. Procedures for communicating assignments and instructions to students;
3. Teacher monitoring of work in progress;
4. Routines for turning in work;
5. Regular academic feedback to students.

1. Give clear and specific instructions for overall work requirements.
   a. Let children know before they start working what paper to write on, what heading to use, whether or not to write on the back of the paper, whether or not to color any part of it, how to number, whether to use pen or pencil, etc.
   b. Require that work not done on time be completed at home or after school. Don't keep extending time limits, or else children may learn to dawdle to avoid work. This assumes that failure to complete work is not because children lack necessary knowledge or skills.
   c. Decide how you will ultimately deal with incomplete work. You may want to accept it and grade only what is done or to subtract the part not done from the grade. Or you may want to return incomplete papers to the students to be turned in only when complete. Your actions on this may depend on the child and the nature of the work. (See 5a for one fifth-grade teacher's system.)
   d. Pay careful attention at the beginning of the year to the completion of assignments The first time a child fails to turn in an assignment (for which there is no apparent reason), talk with him/her about it. Follow up. If the child needs help, give it to him, but require that the work be done
   e. If a child neglects two assignments consecutively or begins a pattern of skipping occasional assignments, call the parent(s) or

send a note home. Be friendly, be encouraging, but insist that the work be done. The underlying principle is the same as with inappropriate behavior: Stop it quickly and there'll be fewer problems in the long run.

2. Communicate assignments and instructions so that every child understands them
   a. Put assignments on the board where all the children can see them.
   b. For primary grades especially you might assign a color to each reading group. Then put asterisks of colored chalk beside assignments on the board to indicate which assignments each group is to do.
   c. Go over instructions orally with the class, indicating where they are written on the board.
   d. Demonstrate with a sample paper when appropriate: tape a sample worksheet to the board beside its directions.
   e. After giving instructions, encourage the children to ask questions and/or give examples that will help you determine their understanding of what they are to do.
   f Remember, the simpler the instructions, the more likely the students are to complete them correctly.
3. Keep track of what students are doing.
   a. Whenever students begin <u>any</u> seatwork assignment (not just a test), walk by <u>each</u> child to see that he or she understands and can do the assignment before turning your attention away from the class for any extended time. Going only to those children who raise their hands for help may cause you to miss those who hesitate to request help or who think they understand but are actually doing the work incorrectly.
   b. Go around to each student between meeting with reading groups to be sure students are doing the work correctly and are continuing to be on-task.
4. Establish routines for turning in work.
   a. Establish regular procedures for students' turning in completed work and for your noting whose papers have and have not been turned in. Example: One first grade teacher has students put

completed work in their individual mail boxes. Then at a glance, she can tell whose boxes are filled and whose are lacking assigned papers. Another teacher has students put completed papers on a certain corner of their own desks. She can spot these and also check over them as she walks by.

b. Decide on several workable systems for getting students' completed papers to you; and when assigning work, make it clear which system they are to use. Spelling tests, for example, might be passed in a given direction with no talking until you have them all in your hands. Workbooks might be stacked in a designated spot, and papers relegated to labeled baskets.

c. Consider locations for turning in work in terms of your seating arrangement. Turn-in spots are high traffic areas and can be distracting to nearby students.

5. Provide regular academic feedback to student--check their work!

a. Schedule regular times during the day to check the work of the preceding period so as to to be able to help those with problems before they get too far behind. Example: One fifth-grade teacher calls students to her desk one at a time several times a day. They bring their work with them or discuss with her face to face why they have not finished it and they watch her put a grade in her gradebook for their work. An incomplete overdue paper gets a U in pencil, subject to change when the paper is completed later the same day; a missing paper gets a zero unless the missing assignment is homework and the student has a note from parents excusing him/her. This system provides students with <u>immediate</u> feedback as to their progress and/or help for those who need it.

b. Check student work and return it to them within one day of their completing it. That way the children will benefit from the feedback and you'll keep track of who's completing assignments. If you find yourself bogged down with work to check, have your students help you. They can exchange papers, or check their own (occasionally). But be sure to use work that they are capable of checking accurately like arithmetic worksheets.

c. Have a special place to display good work. Change the work regularly and make it clear what is good about the work displayed. This communicates a high regard for careful work. (A brief note here: Do not make standards for "good" so stringent that some children can never meet them. Effort may be a more appropriate criterion in some cases.)

d. Have students take graded assignments home regularly for parents to sign and return. Be sure this includes good as well as poor work; having their parents sign good work will be rewarding and will help motivate students to "keep up the good work."

e. Consider having students regularly correct their work after you have checked it. Decide how you want this done (e.g , in the margin, on a separate correction sheet, etc.) and how you will go about checking these.

f. Have children keep a record of their work Steps on a ladder or circles on a caterpillar to color in for each completed assignment can spur lagging workers.

Activities for Prescription 10

✽ Activity 1 Read Case Studies R and S, which illustrate methods teachers use to keep students responsible for their work.

✽ Activity 2 Ask yourself the questions on Checklist 10.1 to be sure you have considered all the elements of a good accountability system.

CASE STUDY R

Maintaining Student Responsibility for Work

The class worked under a contract system for language arts which included reading, spelling, and SRA. Each student had a folder which contained his contract and in which he filed his work. These folders were kept in little boxes where the teacher had easy access for checking work. There were also folders for math work.

The teacher always checked, marked, and handed back all papers to the students. Sometimes she did this overnight, sometimes she had them bring papers to her as they finished, sometimes she took a little extra time in class to check work. Occasionally, a student would be handed back a paper with instructions to do it over again, if it was all wrong or carelessly done. Sometimes at the end of reading, she would take time to walk around and check work, not necessarily for correctness, but just for "doneness." The teacher generally kept close tabs on how each of the students was progressing. She would make lists of students who had not turned in work and the next day call these names, saying, "I need a spelling paper from these people . . ." (or whatever).

Those students who completed contracts or finished work for the day had their names posted on the board under the heading "Superpeople." She also sometimes handed out certificates of "good performance."

This teacher used a system of colored chips for both behavior and academic reinforcement. The class earned blue chips for good behavior, being quiet and orderly, working steadily, finishing assignments, doing neat and correct work, etc. They received red chips for bad behavior, poor work, work not done, etc. The teacher would take the number of students who had completed their contracts for the day, and add that number of blue chips to the pile. Likewise, the number of students who did not finish equalled the number of red chips added to the stack.

CASE STUDY S

Maintaining Student Responsibility for Work

The teacher lets the class know that he takes pride in his work and expects the same from them. He stresses that their work is very important. He expects all assignments to be completed: "Do not start another job until you have finished what you are working on." He does not give them a choice between finishing it tomorrow or taking it home to do. There is a special bin on a table where they turn in all of their work. "I'll take it home tonight, check it, and hand it back to you tomorrow. I have a special notebook where I mark all the work you turn in." If the students do not finish a paper (especially because of dawdling or fooling around) they are required to forego all free time and preferred activities until the work is completed.

✓ CHECKLIST 10.1 ✓

Accountability

Question	Your Answer
1. What is your policy regarding a. Heading papers b. Writing on back of paper *c. Coloring or drawing on paper **d. Use of manuscript or cursive **e. Use of pen or pencil f. Late work g. Incomplete work	
2. How do you intend to a. Post assignments b. Explain assignments to various groups c. Keep students working from one assignment to another	
3. For effective monitoring of work, how and when will you a. Make sure you get around to <u>all</u> students, not just the distracting or demanding ones b. Look carefully enough at students' work-in-progress to catch errors	

*Especially for primary grades
**Especially for intermediate and upper grades

CHECKLIST 10.1 (cont.)

Accountability

Question	Your Answer
4. How do you want students to turn in work, in regard to a. Where they should put it b. How they should pass papers in c. How you will keep track of whose work is and is not turned in	
5. What will be your policy regarding a. Checking for turned in work b. Work not turned in: 1. On time 2. By the end of the day c. Specific feedback 1. Grades 2. Written comments 3. Graded by student or teacher d. Criteria for displayed work e. How and when to return papers to students f. Having students correct their papers g. Checking and returning corrections	

Prescription 11 - INSTRUCTIONAL CLARITY

Be clear when you present information and give directions to your students.

Rationale

Researchers have identified clarity as an important part of effective teaching and classroom management. Clear instruction of academic content helps students succeed and learn, and minimizes confusion and discouragement. When students receive clear directions, they know what to do and they will be better able to follow procedures accurately and promptly.

Of course, just wishing to be clear and precise won't make it happen; the skill must be acquired and practiced. Furthermore, you need to be able to recognize whether you are being clear or confusing. Too many times teachers give explanations that they find perfectly clear, but which leave their students befuddled.

Illustrations of Clarity

It is necessary to be able to distinguish between clear and unclear communication. Some common examples of being unclear and clear are included in the table which follows.

Poor Clarity	Being Clear
Not telling students what they are expected to learn.	Stating lesson goals; listing major objectives on the board.
Using verbal mazes, that is, starting a sentence and stopping to start again pausing and repeating words to buy time, halting in mid-sentence.	Presenting information in the appropriate sequence: emphasizing important points.
Presenting information or directions out of sequence; starting and stopping in the middle of a lesson.	Working from an outline with complex content and providing it to the students visually (e.g., on a transparency or board) as well as orally.
Moving from a major topic or skill to another without signalling the change.	Preparing students for transitions by giving them warning; telling students what to expect and why the activity has changed.
Giving directions or procedures for an activity too quickly.	Giving step-by-step directions, making sure that everyone is following them.
Inserting extraneous information into the lesson. Interrupting the lesson's flow with irrelevant comments or questions.	Sticking to the topic; making certain that the main concept is understood before adding complexity; teaching basic skills to an overlearned (highly developed) level before presenting refinements.
Presenting concepts without ample concrete examples; teaching skills without sufficient demonstration and practice time.	Having many, varied examples; planning adequate demonstrations and practice time.
Using phrasing and vocabulary that is overly complex for the age/grade level.	Using words that the students understand repeating and restating major points and key ideas; checking frequently to see that students are with you.
Over-using negative adjectives and adverbs, such as "not all rocks," "not many countries," "not very happy "	Being specific and direct: "the igneous rocks," "one-fourth of the countries," "upset " or "annoyed."

Poor Clarity	Being Clear
Using ambiguous phrases and pronouns with vague or unidentifiable referents: these; them; things; etc.; and so forth; maybe; more or less this thing; all of this and so on; you know	Referring to the concrete object whenever possible; using the noun along with the pronoun: these bacteria; this sum; those problems all of the spelling words on page 20.
Being vague and approximate about amount - a bunch, a few. a couple, some; likelihood -- may might, chances are, could be, probably, sometimes; nature -- aspects, sorts, kinds.	Being as precise as possible. Specific information is more interesting and easier to remember than vague facts.

As you can tell from the examples in the preceding table, there are many ways to run aground when attempting clear sailing through instruction. The problems in the examples, and their solutions, have several major themes. First, the teacher must have a very clear idea of what is to be taught and how Therefore, planning is essential. Second, the teacher must communicate the information so that students understand it. Thus, the teacher's awareness of the students' comprehension is critical. Third the precision and clarity of the teacher's oral expression are important; sloppy speech habits cause vagueness.

Communicating Clearly

Many things can be done to lend clarity to instruction. Several suggestions are listed below You very likely are using some of them already. However, all of the suggestions merit serious consideration and a try-out. Clarity is a key teaching skill and one which rarely reaches perfection!

1. Try to anticipate the problems and difficulties students are likely to have when you introduce new concepts or skills. Be especially alert when you are teaching content for the first time or if you are new to the age/grade level
   a. Read carefully the teachers' manuals and curriculum guides provided by the district. These resources often discuss common student difficulties, as well as provide useful teaching ideas.

b. Do the students' assignments yourself. Actually work the problems, complete the worksheets, etc. Doing this will give you a better idea of the task facing the students.

c. Ask experienced teachers about common student problems and how to deal with them.

2. Organize your instruction into a coherent sequence, keeping in mind the capabilities and prior learning of your students.

   a. Your teacher's manuals and curriculum guides will also be very useful in planning your instructional sequences for each lesson Pay attention to the suggestions for introducing the activity, and for suggested steps to completing it.

   b. If the activity involves complex content or procedures that are unfamiliar to you or your students, prepare an outline to use to guide your instruction.

3. As you talk to the class, be aware of whether your students are comprehending your instruction Don't wait for a unit test or an end-of-chapter assessment to find out that the class was fogged over for the last week!

   a. Ask students to repeat directions for procedures or main points of instruction. You'll be amazed (and sometimes chagrined!) at what you hear. But this is an excellent way to check on student comprehension and to find out what needs reteaching or re-explanation

   b. When you are teaching a skill to a small group or to the whole class, look for examples of the correct performance throughout the lesson from all the students.

   c. Check student work and assignments daily. Even if you have students check each other's work, you should collect it and look it over for errors or misunderstandings.

   d. When you are teaching content that requires knowledge or comprehension, as opposed to some readily observable skills, plan questions for the class on key topics or points, in order to check comprehension during the lesson. It is a good idea to have <u>everybody</u> answer these questions (i.e., have them write the answers on their own sheet of paper). Have students immediately chech their own work and ask for a show of hands to see how well

the class did. Or, circulate quickly and look at student work You'll quickly determine how well the lesson is going!

4. Practice good oral communication skills.
   a. When planning instruction, check for vocabulary students may not know, and use words the students understand.
   b. Make a habit of writing words and their definitions on the board anytime you use a term which may be new to some of your students.
   c. Watch out for those nasty negatives, ambiguous phrases, vague referents, and uncertain quantities. Use clear, precise language. Unfortunately this aspect of speech is one for which self-awareness is difficult to attain, because we all hear and practice imprecise language every day. What you'd like to avoid is any possible interference with your teaching.

Activities for Prescription 11

* Activity 1 Read Case Study T. It illustrates unclear and clear instruction in a social studies class. As you read the two contrasting descriptions, think about how they differ with respect to the specific guidelines on the preceding pages.

* Activity 2 Tape record a lesson and play it back, listening for various aspects of clarity and vagueness.

CASE STUDY T

Clarity of Instruction

Unclear Instruction	Clearer Instruction
"All right, children, let's settle down and get quiet. I want you all to get ready for social studies. Shhh . . . Let's get ready. Alice and Tim, I want you to put those worksheets away. We need our books and notebooks."	"All right, children, I want all of you in your seats facing me for social studies. Now, I want you to get out three things: your social studies book, spiral notebook, and a pencil. Put everything else away so that you just have those three things: the social studies book, the spiral notebook, and the pencil out on your desk." As students get out their materials, the teacher writes "Social Studies, page 55, chapter 7 on Italy" on the chalkboard. She waits until students have their supplies ready and are listening before she begins talking.
Before everyone is settled and ready, she continues, "Okay, are we all ready? We're going to read chapter 7 today, on pages 55 through 60. It's about Italy. You probably know some about Italy already. How many of you like Italian food?" (Children raise hands.) John replies that he likes to eat spaghetti at Gianni's. Teacher comments that Gianni's restaurant is good but expensive. Few of the children know where this restaurant is, and the teacher answers some questions about its location. She then asks what other kinds of Italian food the children like, and Marsha says she likes Straw Hat spaghetti. "Okay, you mentioned spaghetti," the teacher says, trying to steer the conversation onto Italian dishes rather than restaurants.	"I bet that you all know some Italian things already. Who can name an Italian food?" Julie says she likes Gianni's spaghetti. "All right, spaghetti is one," the teacher repeats, writing "Italian foods: spaghetti" on the chalkboard. She collects other examples and writes them on the board as well. "Is anybody here Italian or part Italian?" she asks. Randy says that his mother is Italian and his father is Greek. "Okay, so you're half Italian," the teacher says, and asks him some questions about his heritage. She comments that Italians are typically white people who have dark hair and coloring, like Randy, though some Italians from the northern mountains in Italy are blondes.
"Italy is in southern Europe, down by France and the Mediterranean Sea. It's a peninsula in the Mediterranean. There are a lot of	"Now, I want all eyes on me." The teacher gestures to the world map next to her, and says the children should raise their hands

Unclear Instruction	Clearer Instruction
beautiful islands in the Mediterranean off of Italy and Greece as well. Sardinia and Sicily are islands that are part of Italy. Corsica, Capri, and some other islands like Crete and Cyprus are in the same part of the world, but they don't belong to, although they may be close to, Italy. You could turn to the map of Europe that's in your text to see where Italy is."	if they can show the class where Italy is. Several raise their hands. Teacher then has Maria read the names and show the class where France, Switzerland, Austria, and Yugoslavia and the Mediterranean Sea border on Italy. The teacher comments that Italy is in Europe, and is a large peninsula shaped like a boot extending into the Mediterranean Sea. She writes "peninsula" on the board, sounding the syllables as she writes. Since students have had the word once before, she calls on a student to define it.
After the short chapter is read aloud in class, the teacher says, "Do Questions 2, 3, 4, 8, and 10 at the end of the chapter. Do you all have that? Two, three, four, eight, and ten."	After the short chapter is read aloud in class, the teacher says, "Look on page 60 at the bottom. Copy and answer Questions 2, 3, 4, 8, and 10 in your spirals. We'll work on this for 30 minutes, until 10:30, and then discuss them and pass them in. If you finish early, go on with the math assignment." Teacher writes "Page 60, Numbers 2, 3, 4, 8, and 10" on the board and then monitors the class to see that the students are oriented and beginning work.